

DOCUMENT RESUME

ED 132 809

EC 092 452

AUTHOR Schneps, Jack A.; Katz, David
TITLE College and Industry: Partners in the Handicapped Employment Role (CIPHER).
INSTITUTION City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.
REPORT NO CISE-37-76
PUB DATE Jul 76
GRANT 76-2-77
NOTE 112p.; For related information, see EC 092 453
EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.
DESCRIPTORS Banking; Career Education; Conference Reports; Educational Needs; *Employment Programs; *Handicapped; *Health Occupations; Health Personnel; *Industry; Insurance Companies; Job Placement; Junior Colleges; *Program Descriptions; Program Evaluation; Questionnaires; State Programs; Technology
IDENTIFIERS New York

ABSTRACT

Presented is a report of the CIPHER (College and Industry--Partners in the Handicapped Employment Role) program which involved statewide (New York) conference/workshops and a survey to expose industry and community college groups to the work capabilities, aspirations, and educational needs of disabled students. Information is provided on the three phases of the program involving careers in banking and insurance, health careers, and careers in technology. Summarized in the section on the banking and insurance conference/workshops are typical comments of such persons as bank and insurance representatives, college placement officers, and disabled students regarding personnel needs and requirements. Considered in the section on health careers are such topics as an overview of the job market, technological impact, the impact of government, the perceptions of personnel directors, and the job interview. Described next are the conference workshops and questionnaire responses concerning careers in technology including such aspects as the symbiotic relationship between the community college and industry, on-the-job training and cooperative programs, the advocacy role of the job placement officer, sensitizing the college community to the needs of the disabled, and college programs appropriate for the disabled. Summarized are evaluation results of all three phases of the program which were generally positive with such recommendations as increased emphasis on handicaps other than the "wheelchair bound". Appended are the questionnaires and program agendas. (DB)

ED132809

COLLEGE AND INDUSTRY: PARTNERS IN THE
HANDICAPPED EMPLOYMENT ROLF
(CIPHER)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Jack A. Schneps
Project Director

David Katz
Project Associate

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center of the City University of New York

in cooperation with
The Bureau of Two-Year College Programs
and the
Division of Occupational Education Supervision
The New York State Education Department, University of the State of New York

The program reported on herein was performed under VEA Grant No. 76-2-77

EC092452

FOREWORD

"Give a man a fish and he will eat for a day.
Teach him to fish and he will never be hungry."

Chinese Proverb

The viability and well-being of a community is related to the productiveness of its citizenry. For the disabled who are trained and capable of working but who are unable to secure employment, the economic cost to the individual and the community is tremendous. What cannot be measured are the personal and psychological losses of those whose aspirations and expectations have turned to anger and alienation as a result of being denied the opportunity to work.

In response to the occupational and employment needs of the disabled community college student, the New York State Education Department's office of Occupational and Continuing Education has supported the Institute's program, "College and Industry: Partnership in the Handicapped Employment Role."

We have in this report evidence of change as it relates to satisfying the job needs of disabled students. In exploring the employment concerns of the handicapped, industry and the academic community have increased their understanding of each other's role in developing and utilizing the disabled individual's talents. More importantly, they have developed a mutuality of concern and effort which should be of direct benefit to disabled community college students in their quest for becoming productive workers in the community.

Lee Cohen, Ph.D.
Director, Institute for
Research and Development
in Occupational Education

ACKNOWLEDGMENTS

To the many people whose cooperation and commitment to the "College and Industry: Partners in the Handicapped Employment Role" Program, we offer our appreciation.

For their support and leadership, appreciation is extended to:

Dale Post, Director
and
William Boudreau, Supervisor
Division of Occupational Education Supervision

The following business/industry representatives provided expertise and new directions for increasing the employability of the disabled student:

Alan Abramson, Associate Director
Montefiore Hospital

Heather Cameron, Assistant Manager,
Manufacturers Hanover Trust Company

Joseph Carr, Assistant Secretary
Royal Globe Insurance Company

Susan Dalva, Personnel Development Counselor
Grumman Aerospace Corporation

Deborah Fuller, Personnel Director
Hospital for Special Surgery

Dorothy Galvin, Senior Personnel Interviewer
Chemical Bank

Errol Hankin, Personnel Administrator
Nassau Hospital and Medical Center

Maryann Maron, Personnel Assistant
Federal Reserve Bank

Thomas Murray, Assistant Secretary
Manufacturers Hanover Trust Company

Lawrence Racioppo, Senior Recruiting Specialist
Central Employment Office
IBM Corporation

David Reed, Personnel Operations Manager
Xerox Corporation

Lou Sandhop, Personnel Director
Consolidated Edison

Mary Schachne, Chairman, Community Relations
The New York Eye and Ear Infirmary

Margaret Slamin, Employment Manager
New York University Medical Center

Margaret Tedeschi, Personnel Assistant
Memorial Sloan-Kettering Cancer Institute

Sanford Tishcoff, Coordinator, Department of Pediatrics
New York University Medical Center

Sol Warren, State Director of Intern Training
New York State Department of Education
Office of Vocational Rehabilitation

Shirley Wisham, Employment Manager
Montefiore Hospital

Appreciation is due the following resource people who made valuable recommendations and contributions regarding employment of disabled students:

Shelly Lebowitz, Health Careers Counselor
Bronx Health Manpower Consortium

Meyer Siegel, Director of Vocational Services
Institute of Rehabilitation Medicine

Chava Willig, Counselor
New York City Community College

Maxine Wineapple, Assistant to the Dean
Office of Admissions Services, CUNY

Barry Winthrop, Consultant
E. A. R. S. for the Blind

Rosalind Zuger, Director, Placement Services
Institute of Rehabilitation Medicine

Recognition is offered to the following college participants who, in their commitment to the disabled on campus, gave unstintingly of their time and effort:

Thomas Bond, Deputy Chairman, Biological Sciences
Staten Island Community College

Sharon Bramson, Coordinator, Medical Technology Services
State Island Community College

Lorraine Burns, Assistant to Advocate Counselor for Disabled
Staten Island Community College

W. Chernok, Professor, Health Services Department
Staten Island Community College

Martin Cohen, Coordinator of Cooperative Education
La Guardia Community College

Robert Durfey, Counselor
La Guardia Community College

Phillip Fagin, Placement Officer
New York City Community College

Cathy Farrell, Advisor, Cooperative Education
La Guardia Community College

Annette Fisher, Assistant Professor; Chairman, Nursing Program
Kingsborough Community College

Morris Friedman, Professor, Department of Technology
New York City Community College

Arthur Halpern, Counselor for Visually Disabled
Queensborough Community College

Harvey Harth, Director, Career Placement
Hostos Community College

Jerrold Hirsch, Director, AID Center
Staten Island Community College

Judith Janda, Assistant Professor, Department of Technology
New York City Community College

Kenneth Katzeff, Handicap Counselor
Queensborough Community College

Oliver Klapper, Director, Career Counseling and Placement
Kingsborough Community College

Lawarence Klein, Counselor
New York City Community College

Charles La Cerra, Assistant Professor, AID Center
Staten Island Community College

Kate Liebhold, Assistant to Director of Placement
Queensborough Community College

Alvin Lopez, Peer Counselor
Hostos Community College

Mary Ellen McMorrow, Instructor
Staten Island Community College

Nancy Munoz, Counselor
Staten Island Community College

Michael Newman, Professor, Student Services
Kingsborough Community College

Murray Plissner, Associate Dean of Students
Kingsborough Community College

Shelley Press, Placement Counselor
Kingsborough Community College

Joseph Rogers, Assistant Professor
Kingsborough Community College

Elliot Rosman, Coordinator, Handicapped Student Affairs
Queensborough Community College

William Rynack, Professor, Mechanical Technology Department
New York City Community College

Harry Salant, Assistant Professor
La Guardia Community College

Michael Stimola, Counselor/Coordinator, Student Services
Hostos Community College

Marie Tarema, Placement Officer
Staten Island Community College

Robert Tyler, Director, Cooperative Education
Hostos Community College

Merrill Youkeles, Director, Community Health Assistance Program
Kingsborough Community College

To the group of disabled students and workers who shared with us
their personal perspectives and reactions to the world of work, we
extend our warmest appreciation:

Robert Brackford
Winifred Brown
Ronald Connelly
David Emmanuel
Sheila Fettinghoff
Theresa Gammon
Santiago Grevi
Frances Lombardo
Donnan Lyman
Harry Mapp
Norman March
Robert Marino
Frank Onderdonk
Candelario Ortiz
Damaris Robles
Pincuss Silvernagel
Anthony Spatero
Denise Swilley

The entire program depended on the administrative and secretarial skills of Olivia Schweitzer and Valentine Michielini. Roz Fisher made editorial suggestions. A portion of the report was edited by Jay Watkins.

David Katz
Project Associate

Jack Schneps
Project Director

TABLE OF CONTENTS

	<u>Page</u>
FOREWORD	1
ACKNOWLEDGMENTS	11
TABLE OF CONTENTS	vii
CIPHER - INTRODUCTION	1
CAREERS IN BANKING AND INSURANCE: PHASE I	3
Introduction	3
1st Session -- November 25, 1975	5
2nd Session -- December 17, 1975	21
HEALTH CAREERS: PHASE II	26
Overview of the Job Market	26
Impact of Changing Standards	28
Technological Impact	28
Impact of Government	30
The Personnel Directors' Perceptions	31
The Job Interview	32
Job Development	35
Critique of Role Playing Situation	39
CAREERS IN TECHNOLOGY: PHASE III	41
The Community College and Industry: A Symbiotic Relationship	41
The Employment Process in Industry	42
On-the-Job Training and Cooperative Programs	44
Advocacy Role of the Job Placement Officer	45
Liberal Arts and Developing Job Placement Skills	48
Increasing Employability	49
Sensitizing the College Community to the Needs of the Disabled	50
College Programs that Respond to the Needs of the Disabled	51
PROGRAM EVALUATION	54
Phase I: Banking/Insurance	55
Phase II: Health Careers	64
Phases I, II, III	76
OVERALL ASSESSMENT OF THE CIPHER PROGRAM	84
APPENDICES	87
APPENDIX A: QUESTIONNAIRES	87
APPENDIX B: AGENDAS	94

COLLEGE AND INDUSTRY: PARTNERS IN THE
HANDICAPPED EMPLOYMENT ROLE:

(CIPHER)

Introduction

Beginning in 1974 the CUNY Institute for Research and Development in Occupational Education (IRDOE) has been conducting statewide conference/workshops on the development of strategies for community colleges to enhance recruitment, facilitate learning opportunities on campus, and obtain employment for disabled students. Although the conference/workshops were successful, leading to greater concern for and actual programmatic activity for the handicapped, much effort was required to overcome reticence of business and industry to be involved on behalf of this particular population.

What appeared to be necessary was an effort devoted exclusively to that problem. Accordingly, this project has concerned itself with developing strategies designed to bring selected business and industry personnel together with a group of community colleges who serve the New York City area.

The primary purposes of the program focuses on exposing and sensitizing industry and community college groups to the work capabilities of the handicapped and demonstrating to each of these groups the job needs, aspirations, expectations, and benefits that are attendant to the employment of the disabled.

To accomplish project goals, a survey of occupational aspirations of disabled students in the participating colleges was conducted. The results of the questionnaire together with program planning sessions with job placement officers at the colleges determined which industries would be invited to participate. As an outcome of these activities, the format

of the project was arranged into three phases, each consisting of conference/workshops devoted to a distinct career cluster. Thus, phase one focuses on careers in banking and insurance; phase two emphasizes careers in the health industry, and phase three is directed at employment in technologically oriented businesses.

CAREERS IN BANKING AND INSURANCE
CIPHER WORKSHOP/CONFERENCE: PHASE I

Introduction

Representatives of banking and insurance personnel departments were invited to the two meetings which composed Phase I of the project, "College and Industry: Partners in the Handicapped Employment Role." At the first meeting, held on November 26, 1975, personnel directors, community college counselors and job placement officers, and disabled students were asked to provide very specific answers to questions listed in the agenda. The reader will discover that much of the information which they provided did not pertain specifically to prospective disabled employees, but to all prospective employees.

At the second meeting, held on December 17, 1975, participants who made up the three sectors were asked to provide information geared more to the employment needs of disabled students. The questions were quite specific, but the answers of participants were not as "tangible" as at the first meeting. No one -- neither the personnel directors, the college staffs, nor the students -- had all the solutions to the issues raised. And that is when the sensitization process began.

At the end of the second session, a representative from the Office of Vocational Rehabilitation made a statement that seemed more appropriate to serve as an introduction to Phase I:

One of the principles that we must keep in mind is to have a very clear-cut definition of "disabled" versus "handicapped". A disabled person is anyone who has a kind of physical or emotional condition defined by a doctor which separates that individual from the normal population. In order to be eligible for the services of the Office of Vocational Rehabilitation, one has

to have some kind of disability which must constitute a vocational handicap. In other words, the disability which this individual has must impose some limitation or restriction on whatever the individual's vocational pursuit might be. In terms of what the Office of Vocational Rehabilitation does, we take a disabled individual who is handicapped and we try to turn this individual into a disabled person who is not handicapped.

I would urge you to consider that definition because what I have heard today leads me to feel that there is some confusion — particularly when someone states that he considers himself handicapped by his environment. That might be so, but there are pragmatic differences. For example, two people with the same disability can be classified differently — one can be disabled and handicapped, and another can have the same disability and not be handicapped at all. This means that the first person would be eligible for our services, but the other person would not. Our mission, then, is to unhandicap the individual from his or her disability.

1st Session -- November 26, 1975

QUESTION # 1: HOW DO YOU VIEW YOUR ROLE AS PERSONNEL DIRECTOR?

The Insurance Representative. "Personnel covers many aspects, but I will confine it just to the employment function. As an 'employer,' I view myself a little bit as a marriage broker bringing together an individual and a company, hopefully for the mutual satisfaction and needs of both....Making hiring decisions is a tough problem, particularly when we must do it on the basis of a thirty-minute interview. One of the things our company believes in and tries to use at all times is multiple interviews. We let the individual talk not to just one interviewer, but to four or five different people."

1st Bank Representative (Commercial). "I represent the corporate or central personnel office, and we do the first interviewing. After the screening process, we send people to the different departments to talk to interview assistants in those divisions. They might also see one or two more people."

SUMMARY. Personnel directors stated they considered themselves the initial links between the prospective employer and the company. They usually act only as the screening process for prospective employees who they then direct to personnel representatives located in major departments or branches of the company. The prospective employees finally talk to supervisors in subdivisions before the final hiring decisions are made.

QUESTION # 2: WHEN INTERVIEWING A PROSPECTIVE EMPLOYEE, WHAT PERSONAL TRAITS DO YOU LOOK FOR?

Insurance Representative. "I look for someone who is seeking a challenge, who is dynamic, and who hopefully has some idea of what she or he is looking for. It's difficult for prospective employees to come into our industry with specific requests like, 'I want to be an underwriter or a claims adjuster, or a marketing representative,' but we are turned off when they come into an interview with glittering generalities like, 'I like working with people,' or 'I'd like to work in management.'

What we look for are broad keys. Does the person want to get into the quantitative area? Do they want to work with mathematics? If so, they might then fit into the actuarial division. If they say, 'I like to be on the outside,' or 'I couldn't stand being behind a desk all day; I like to be moving around,' then we might place this type of person in loss prevention...."

We also want to know what decisions students have made in the past with regard to education and jobs, and why they made those particular decisions."

1st Bank Representative (Commercial). "We look to suit the right person for the department where they can grow and will have the most potential and be suitable to the rest of the environment. I look primarily for 1) motivation -- for example, would the person who is applying for the job of teller desire eventually to become branch manager? My feeling is that the person can get training after he gets here, but he has to bring in the motivation with him; 2) prior experience; and 3) the way a person presents himself when he comes in. Neatness counts -- is the person clean? To me, appearance is the first sign of motivation

because it means the person really is interested in presenting him- or herself in the best possible light."

Federal Reserve Bank Representative. She placed the qualities or traits she looks for in this order:

1. Appearance - "Even though the personnel departments have become a little more lax and understanding with the general trends in today's world, I'm afraid the department heads are not as much. Send them somebody in jeans, and they'll call you on the telephone as soon as the person leaves their office."

2. "I personally look for a generalist as opposed to a specialist." She related this quality to her own background. She had received a major in one field, but upon graduation went to work in a completely different field. She gave an example which related to jobs in her own bank. The auditing department in the bank might be able to use an English major who has good writing skills. However, she stated, there were certain departments which did hire only people with special training -- e.g., with an economics background for the research division.

3. She felt personally that grades and extracurricular activities were not that important. Motivation and potential could be demonstrated in other ways -- e.g., it might be more beneficial if the person had worked part-time to put himself through college.

SUMMARY. Those personnel directors who responded tended to agree they looked for employees who had general -- not too specialized and not too vague -- ideas about what position they wanted to apply for within the company. Motivation was a positive quality they looked for. They

18 favored prospective employees who indicated they would like to learn and move into higher positions. A third important trait was a neat appearance (good grooming).

FIRST ROLEPLAY: COUNSELOR PREPARES STUDENT FOR A JOB INTERVIEW.

In this roleplay situation, a student from a community college and his counselor discussed some of the questions the student might encounter during a job interview at an insurance or banking company. Afterwards, personnel directors were asked to give their reactions to the roleplay -- How would they add to, delete, or modify aspects of the job interview preparation they had just observed?

REACTION # 1

1st Bank Representative (Commercial). "I'm not interested in the prospective employee's knowledge of the bank -- its earning last year, its assets, etc. I'm a people person, not a money person. If somebody came in as was suggested in this roleplay and told me how my bank -- as large as it is -- was doing financially, I'd be very annoyed because it would be a putdown for me, because I don't know myself. So it's a bad place for you to be put in if the student knows more than the interviewer. Whether it's right or wrong is not the point...."

More important than awareness of the industry that you're entering is an awareness of the salary that you're going to ask for. It's kind of embarrassing when people undersell or oversell themselves."

Federal Reserve Bank Representative. She stated she did not care whether the student knew about the inner workings of her bank because she did not know that much about it herself. "I am not an economics

person. I do not understand the system. If somebody came in and started spouting that to me, I would find it more of a turn-off, more of a show-off."

SUMMARY. Bank personnel directors agreed that they did not like prospective employees to "show-off" a knowledge of the company during the interview. One community college job placement director, however, disagreed with this point of view: "I don't think you were saying that you needn't know anything about the company or industry. I just think you mean you react negatively to the person who comes in and gives you figures to the dollar in assets and X Bank has or quotes the current discount rate of the Federal Reserve Bank. However, I do think it's important for the prospective employee who comes to you to know that he or she is aware that the Federal Reserve Bank doesn't have a savings account that you can open in local branches or what this commercial bank's gold operations are, or that your insurance company has offices located outside New York City. I'm convinced that some research must be done by the student before the interview."

REACTION # 2

SUMMARY. Insurance company and bank representatives agreed that they liked interviewees to come "with their facts straight" on their previous school and job experiences so that they could quickly transfer information to an application blank and not waste the interviewer's time. Preferably, the student would have prepared a resume or have already listed on paper all the names, dates, and addresses of schools attended and jobs held. S/he should be able to furnish the names, addresses, and telephone numbers of people the personnel director could contact for references.

OTHER REACTIONS

SUMMARY. Personnel directors described other qualities and information they looked for during interviews with prospective employees:

1. Where does the person think s/he should be in terms of salary three to five years from now? Where does s/he want to be position-wise within the company three to five years from now?

2. What aspects about past job experiences did the student like most and least?

3. Does the person express interest in continuing his or her education while working so that s/he will be able to move into the new and/or more responsible positions which might require additional training?

4. With respect to prospective employees with disabilities, would they agree to visit a physician periodically ("every six months") to keep both the company and themselves up to date on the status of their physical condition or health?

5. The insurance representative stated that he liked people to come in personally to the local offices to ask for information, such as brochures descriptive of the company. He stated that although his company is not currently recruiting new employees, it still receives 200-300 resumes a day from all over the country. Out of that number, only 700-800 people would be hired during the next year. He believed that an in-person visit to the local company branch was an effective route to employment. Unsolicited telephone inquiries about jobs were usually time-consuming and interruptive for the personnel staff.

QUESTION # 3: WHAT ARE THE CAREERS IN YOUR INDUSTRY THAT YOU PERCEIVE AS REQUIRING AT LEAST TWO-YEAR POST-SECONDARY TRAINING? NOTE SPECIFICALLY THOSE JOBS UNIQUE TO YOUR INDUSTRY.

Insurance Representative. He stated that his company made few specific requirements for post-secondary degrees and that legally, according to the regulations of the Equal Employment Opportunity Commission, there were few for which any company could stipulate degrees:

The only time that you can legally demand degree requirements is when you have an individual who is working for a job-related degree and hasn't quite completed the requirements. We can make continued employment contingent upon successful completion of that degree. But again, from a legal standpoint -- and this is hard for both company personnel and college job placement people to swallow -- we're getting away in every job description from mentioning the degree requirement. Instead, we're saying "degrees or business experience." That's kind of a sham, because in practicality, we're also saying, "Look, if you don't have two years in junior college, and you don't have that degree, it's going to be awfully hard to get the kind of experience that would qualify you for the job in lieu of the formal degree."

He noted there are exceptions: when employees, e.g., medical doctors, need licenses which specify degrees in order for them to practice. He said that even the president and many of the senior executives with his company did not have college degrees, and that it would be difficult to distinguish between those people who did and those who did not.

He stated, however, there were many positions for which his company preferred employees with two-year degrees, but more important than the degree was the actual training or background of the person. He listed several jobs -- and the kinds of training background, interests, traits, etc., which he felt were appropriate to those jobs -- which students holding two-year college degrees might apply for at his insurance company.

1. Claims Adjustor. The insurance representative stated that even here the degree was not as important as the employee's mathematics background and interest. Mathematics is important because s/he will be negotiating on settlement amounts and checking estimate figures. The representative noted that the person's temperament was important for this job -- s/he must be someone who liked public contact, could take a bit of hostility, and would not be too aggressive ("and get the company into a lawsuit").
2. Underwriter. (In this company, the underwriter usually works within the industrial environment.) This employee must enjoy working at a desk -- at least until s/he moves up to the supervisory or management level when s/he would begin to go out into the field and observe risk factors at plant sites (e.g., is required safety equipment available and used properly?). This position should be filled by someone who wants job escalation and mobility within the company -- i.e., would want to move into a supervisory capacity. He listed other traits and background he looks for in the prospective employee for the Underwriter position: inquisitiveness, ability and willingness to make decisions, a good driving record, and personal reputation. He noted that a liberal arts background could be appropriate for this position. He stated there were 747 Underwriter positions (although not all available, of course) in his company distributed among local offices around the country.

3. Analyst. This position was open to people who enjoyed working with figures and wanted to get involved in a variety of areas. A math major, especially someone with background in applied math, would fit in here.
4. Actuary. In the actuarial field, however, the company preferred employees with four-year degrees. People with two-year degrees could take the actuarial aptitude test, but if they failed it, they would not be permitted to take the test again. However, if they passed it, they could become an actuary even though they only held two-year degrees.
5. Engineers. The company had a broad range of engineering jobs, but these were not open to two-year graduates in the technologies -- only to four-year graduates who could acquire Professional Engineering Licenses. The only exception the company made was for tech students who, for example, had served as a boiler inspector in the Navy. The representative noted, however, that his company did place two-year engineering students in underwriting or analyst positions.

1st Bank Representative (Commercial). She stated that, in most cases, "a two-year degree is a good thing to have, but the business background with that degree is far better." She listed jobs for which a two-year degree with that background would be appropriate or necessary:

1. Auditor. Since this position might lead to the employee becoming a junior accountant, a two-year degree was preferred.
2. Branch Manager Trainee. The bank would accept two-year graduates, but preferred four-year graduates. The trainee was taught every job function at a branch, from teller to customer contact involving complaints, etc.
3. Secretary. The bank does not have many secretarial positions available per se, but people with two-year degrees in Secretarial Science would be able to function in a number of other positions. The representative noted, therefore, that a secretarial science background would be good training for the person who was career-oriented and wanted to move up in the bank. (When a college counselor asked her about the possibility of hiring male secretaries, she stated, "I wouldn't have any negative feelings about it, but I would have to do some selling job to my bosses and to the division heads.")
4. Interview Assistant. The representative explained that in each subdivision of the bank, there were personnel representatives who handled problems of a smaller nature within those divisions and also conducted secondary job interviews. (She did not identify what occupational training background would be appropriate for this position.)

3rd Bank Representative (Commercial). He stated that for years his company had been recruiting two-year college graduates with great success. Most of these people came out of business programs and had at least two accounting courses. He listed the following positions for which two-year degrees were appropriate or necessary:

1. Branch Manager. The person would enter an 18-month training program in which he or she would learn to become a "jack of all trades" and could substitute for whoever was out.
2. Accountant. He stated that the "Trust Division" used more than half of all the two-year college students that the bank employed. About 800 people worked in that department, which also had several subdivisions. For example, there was the "Personal Trust Division" which even had its own subdivisions -- for example, an income tax group which "prepares tax returns for the wealthy." These employees were called "Income Tax Specialists." Also, there was the "Employees Benefits Area" -- "where major companies keep trust accounts with us whereby the bank handles their pension and profit-sharing plans." In addition, there were positions with the "National Division" which in effect was responsible for "balancing the checkbooks for major companies all over the country." Other accounting positions included: security processing -- employees deal with brokers with regard to distributing, liquidating, and selling stocks, and making certain small investors get their checks; "credit investigators" -- they check the financial status and references

of companies the bank is dealing with and provide general assistance to the analysts. In terms of job mobility, the representative stated, the credit investigator could eventually become an analyst.

Bank Representative (Federal Reserve). She stated that the Federal Reserve Bank did not have many positions for two-year college graduates. Most entry-level jobs were geared either to graduates of high schools or four-year colleges and higher. Positions for the high school graduate included processing currency and checks. She stated that two-year college graduates were generally "overqualified" for these positions.

SUMMARY. Insurance and banking personnel directors described the tuition plans at their companies. Although these plans varied slightly, they were very liberal and served as an incentive for employees to continue their education. In several cases, the companies themselves conducted extensive training programs. Personnel directors suggested that prospective employees inquire about these tuition refund plans before or during the job interview. All directors stated that desire for job escalation and mobility was a quality they looked for in prospective employees, since many positions in their companies led to advancement.

GENERAL DISCUSSION

A major concern of community college personnel was how they could deal effectively with all those factors, both internal and external, which had an impact on a student's educational and career choices: projections of increases and decreases in certain occupations in the future, the economy, and the student's own interests, which might be practical or unrealistic. As one person asked, "How do you dissuade a

student from pursuing an area of training he or she is really interested in, really enjoys studying, when you know good and well that only one percent of all the students who get degrees in that training will actually find a job in that field? There just will not be that many jobs there. How do we redirect these students into training for other careers?

Several job placement directors agreed that career advisement should begin early to help students identify a broad spectrum of traits, skills, and interests which could relate to a career cluster. An integral part of this counseling process was that students would need to get to know themselves better. If they decided they were people-oriented, perhaps they might consider careers in banking, insurance, the health services, etc. If they were oriented more to working with objects, then perhaps they would consider careers in the mechanical or electrical technologies. Helping students to narrow down career choices, the counselors stated, took time. Such processes involved individual and/or group counseling sessions, testing, and getting students to articulate as best they could their feelings about different things so they could eventually focus on their interests. One participant noted that with this kind of process, it might be possible for a counselor to direct a bilingual student majoring in sociology into the insurance business.

One college job placement director stated, however, that students were not ready to make commitments to careers in their freshman year -- they had other things to be concerned with, like adjustment to the college environment. A personnel director added that she believed she had had the typical attitude of most college students: "When I went to college, I majored in what I liked, I just enjoyed the courses. I didn't give any real thought to what I was going to do with it until my senior year, and

then I started looking frantically." She said trying to get students to determine their interests as freshmen was the ideal, but she didn't know, taking herself as an example, how practical it could be.

In relating his own experience, a visually handicapped counselor asked banking and insurance personnel to relate the issue of career preparation and development to the disabled population:

I was middle-aged when I lost my vision. I had to completely change careers because I could no longer be accepted in my old career. Statistics should bear me out that in modern day society, with shrinking job markets, with a general job dissatisfaction among many people in different job fields, everybody is looking to change professions. How do you, as personnel directors, view a student who has come out of a two-year education or four-year education, goes to work for a few years, and then decides that career is not for him. He is just exploring. Or, like myself, someone who in middle age becomes disabled and is forced to enter a new career. Are you willing to open up entry level positions to those who want to or who must change careers in order to continue their growth patterns or to earn a living?

One personnel director stated that it would increasingly become "bad news" for such people since there are ten people who already are experienced or trained in that field who want that job compared to the one person who was not experienced and needed to get in on the entry level. In a practical sense, she stated, a company cannot afford to take the time to train somebody in an entirely new field when it can get somebody who already has that background.

THE COLLEGE PLACEMENT OFFICERS' RESPONSE

After the insurance and banking personnel directors had responded to questions that related to employment in their companies, community college counselors and job placement officers described their role in preparing students for careers. They also provided feedback to issues raised earlier.

1st Counselor. He felt that "strict and pure vocationalism was a mistake" and that too much emphasis was placed on directing students into certain occupational fields because "the economic picture appears bad for an industry this year or because there are no jobs in a particular field that year." He stated that the economic picture frequently reversed itself from year to year, that one year there might be jobs in an industry where there were none the year before. He believed that instead of counseling students on the job report in today's newspaper, they should be counseling students to develop programs that would allow them to build on their educational processes.

2nd Counselor. He reported that because there were so many different academic areas at his college, students switched from program to program -- "before they finish one curriculum, they will switch to another." He stated that this problem was related to the limited time span students had in community colleges to adjust and then to make up their minds about careers.

3rd Counselor. He suggested a plan whereby all liberal arts majors would enroll in mini-majors -- that is, take courses in business or the technologies with their liberal arts courses.

DISABLED STUDENTS' RESPONSE TO BANKING AND INSURANCE PERSONNEL

1st Student. This student was partially blind and used a seeing-eye dog. He told the personnel directors that whenever he went in to apply for a job and the employers saw his dog, he was rejected. He explained, "I've even had people say, 'I'm sorry, you might bump into a wall,' or 'You might run into a pole.'" As a result of these experiences, he felt that employers focused on the limitations of prospective disabled employees rather than on their strengths.

2nd Student. He stated that employers should be aware that the state would pay for readers for the blind who had jobs that involved paper work and would also provide adaptive equipment which allowed the blind to operate computers. Employers should not feel that they had the responsibility for buying adaptive equipment.

3rd Student. He asked the personnel directors if they knew what percentage of the people on the company payroll were disabled? Employers responded as follows:

1st Employer. "Between one and three percent," he stated. Then he added, "It is very hard to quantify."

2nd Employer. He said that the figures for his company would be higher because it would include people with heart disease.

3rd Employer. She stated that if heart disease and respiratory ailments were included, the number would be around ten to fifteen percent of the total staff.

4th Employer. She stated that she had "read a statistic somewhere just stating that her bank, without any sort of active recruitment would have an average of ten percent handicapped personnel on its staff." She also stated that in terms of actual numbers in 1974 her bank hired or actively recruited 22 handicapped people, and that did not include students hired during a summer program.

GENERAL DISCUSSION AMONG STUDENTS AND PERSONNEL DIRECTORS (SUMMARY)

Several students took issue with the requirements several personnel directors mentioned their companies made for periodic medical examinations for employees with disabilities. One student who was blind stated, "My being blind is not a medical problem." The insurance representative responded that he had been referring only to medical conditions "which are chronic -- let us say, a disease or people with diabetes and

epilepsy." One student who had an epileptic condition commented, "As a person with epilepsy, I would resent having to go to a doctor. The fact that I am functioning in society, that I go to school, that I go to work, that I am caring for myself should be enough."

Students also brought up other questions they felt needed to be answered:

What criteria did employers use in hiring handicapped people?

Were there special training programs their companies could provide for disabled employees?

What jobs in their companies in particular might be more available to disabled people?

There was an insufficient amount of time left in the first session for personnel directors to respond to these questions; however, some answers to these questions were provided at the second meeting.

2nd Session -- December 17, 1975

Participants did not follow the agenda at this meeting as closely as they followed the agenda for the first meeting. The second meeting evolved into more of an awareness training session for the groups involved. Instead of informing each other what they knew in terms of employment and training, they were able to inform each other of their needs. As a result, the meeting was more reality-oriented. It was geared more to the issues surrounding the employment needs of the disabled rather than to employment in general. For example, shortly after the meeting began, one student with a visual impairment felt comfortable enough to ask a personnel director, "Would your company consider hiring a blind person?" and the director answered honestly, "Not at this moment, but we're working on it." In another instance, a counselor asked personnel

directors if they were familiar with the various adaptive equipment on the market that would permit disabled students to perform a wide variety of jobs, and the directors admitted they knew very little about it. As one bank representative stated, "I am sure there are advances in the field, but I am unaware of most of them." One counselor responded that it was important for personnel directors "to communicate what they do not know so that we can open the door to the disabled in terms of jobs."

However, there was disagreement from specialists from the Institute of Rehabilitation Medicine and the Office of Vocational Rehabilitation (OVR) with respect to the employer's and/or disabled person's dependence on adaptive equipment. The IRM counselor stated:

Most people do not need a large amount of hardware. There are ways of handling situations without all the devices. You make the point that business people should know all these things, but maybe they should know just a little. People like us should be giving that input.

She continued that when a position opened in a company and a question existed whether a disabled person could perform a particular operation and what adaptive equipment might be necessary, the employer should go to an agency, such as the Institute of Rehabilitation Medicine, which would be happy to send someone in to assess problems related to that particular job function. The representative from the Office of Vocational Rehabilitation agreed:

We do not encourage or favor industry making large adjustments for handicapped people. We try to sell our people on the basis of the fact that they can be treated like everybody else. When you start introducing special devices of one sort or another, it places the disabled person apart and makes it difficult for him or her to move around and be flexible.

He emphasized, however, that frequently adjustments could and should be made in the operation of the job itself which would make it easier not only for the disabled employee but for all employees, to perform.

In response to the question counselors asked, "What kinds of opportunities do your companies offer disabled employees in terms of advancement?", personnel directors replied:

1st Bank Representative (Commercial). She stated there was a "grade structure within every department from 1 to 16 with subgrades in between." When positions opened, notices were posted and anyone in the bank could apply for them. She stated that her bank also had a training division which offered specific and general courses for people in supervisory training, and decision-making, and business writing.

2nd Bank Representative (Commercial). He stated that his bank offered counseling sessions for disabled employees prior to their beginning work. In addition, after an employee had been on the job for a while, whether disabled or non-disabled, a personnel staff member confers with employee and supervisor to make certain both viewed the job from the same perspective. The representative continued that the employee could take advantage of forty to fifty different internal training courses. In interim counseling sessions, a personnel department representative would attempt to help the employee determine what other jobs he or she was interested in and then help that person decide the best route to acquire the job -- e.g., through internal training courses. The director concluded, "If a person wants it (advancement, another job), he is going to have to earn it, there are no two ways about it."

Other personnel directors reported similar approaches to assist the disabled and non-disabled to advance or transfer internally. A student who worked in a public health center recommended the personnel department approach as a method of solving on-the-job conflicts as well as a way to move from one department to another.

Personnel directors did not respond fully to the question, "What specific skill competencies are needed for certain jobs within your banks or insurance company?" A bank representative did state, however, that it varied according to every position. "In many areas, performance means production -- how many checks one can process in a day. A less tangible area to analyze would be that for research assistants. How well can they prepare briefs? Do they get down all the pertinent facts? How well is the brief written -- is it clear, is it concise?"

At one point during the session, community college counselors and job placement officers were asked to explain how their training programs received input from the business world. Several participants described the cooperative education programs at their colleges as excellent systems for keeping curricula up-to-date with changes in the business world. A major reason was that students enrolled in cooperative education and the counselors who supervised them were able to return to campus from the job sites and provide feedback.

During the last portion of this session, the representative from the Office of Vocational Rehabilitation outlined step-by-step for the personnel directors of banking and insurance the occupational rehabilitation and counseling services OVR provided disabled individuals. Integral to this process was the relationship rehabilitation counselors attempt to establish among their disabled clientele, employers, and themselves. The rehabilitation counselor, he stated, does not stop the counseling process the day the person found employment. The counselor had a responsibility to make certain both employee and employer were satisfied. To this end, he noted, the Office of Vocational Rehabilitation also sponsored a program called "Personal Adjustment Training," which consisted of all kinds of preparation other than the actual teaching of job content to individuals --

e.g., "situations that would help a person learn how to get along with others, how to adjust to a schedule (punch a clock), and how to do many of the things that have nothing to do with the job itself, but which are quite important to a person who is holding the job."

HEALTH CAREERS

CIPHER WORKSHOP/CONFERENCE: PHASE II

Overview of the Job Market

In exploring the job market in health careers, several high level hospital administrators were invited to speak on current and future trends of employment in health related areas.

The participants represented health care institutions that are among the largest in the metropolitan area. Their analysis of the job market situation in the health care industry reflected the impact of the following factors:

1. The current governmental freeze on medicaid, the program that supports health needs of the indigent, and the current freeze on Blue Cross rates by the State Insurance Commissioner;
2. Changing technology;
3. The closing and proposed closing of several municipal hospitals;
4. The change and upgrading of standards by health professions.

All of these factors in one way or another affect the hiring practices of virtually every hospital in New York City. For example, one hospital has not hired any new workers for over five months with the exception of a few emergency requests. When a position is open, it remains open for at least six to eight weeks without being filled -- then it is filled only if it is an absolute emergency. This tight job market situation contrasts with the employment situation in hospitals in the last decade during which time a fifty percent turnover was not unusual. Today, as a result of the increases in wages and benefits, job turnover is somewhat less than ten percent.

In attempting to assess the possibilities for future employment of the disabled, hospital administrators indicated that it was linked to the same limited possibilities available for any new people. The New York State Department of Labor Statistics showed that between 1969 and 1974

85,000 new jobs opened up throughout the State in the health care industry. However, that was the peak and from there the curve has been moving steadily downward. It was indicated that there will be fewer hospitals in New York City within the next two years, and that some of these ought to be closed since they are considered to be marginal operations, being only 65 to 75 percent full most of the year. Hospital administrators suggest that for a hospital to be efficient, it should be 80 to 85 percent full.

Health care administrators indicated that the strategies used to develop employment opportunities for the disabled must be viewed in terms of the consumer. When a person is hired by a health care institution, one cannot make a compromise of the services that are rendered to patients. However, industry does recognize that it has a social responsibility to alleviate the inequities of discrimination, but efforts in this area have to be reconciled with its primary objectives of providing health care services to patients.

It was indicated that health care institutions should and can provide employment for many more disabled individuals but in order to do so requires employers making some adjustments in their thinking. It was suggested that the problem should be attacked at the job design stage when criteria requirements for specific jobs are being developed. At that time, industry should start planning for the broadest possible range of applicants who can do a particular job. There are enough of a variety of jobs in health care institutions that can be designed in such a fashion with no compromise in patient care.

Impact of Changing Standards

Another impact being felt by the colleges and the health industry, especially hospitals, is the continuous change and upgrading of standards and requirements by the various health professions. These changes have short and long range effects on college programs and the job market. As a result of those modifications in qualifications, there are plans to phase out two and three-year nursing programs by 1980-90. The Inhalation Therapy Association has developed certification and licensure standards. A parallel situation is occurring in ophthalmic dispensing programs where there is now separate licensing. The impact of these newly developed certification programs is strongly positive for those who are currently employed in these professions but negative for those who want to enter them. Especially hard hit are minority and disadvantaged groups, and this includes the disabled. For the colleges, these new developments in licensure and certification call for up-dating curricula in the health sciences and developing closer liaison with professional associations and the health care industry. One major outcome may very well be the elimination of entire programs such as nursing. A combination of surplus workers, stringent budget demands, and the upgrading of credentials creates a situation that demands the development of new concepts and approaches in supplying the health workforce needs in the community.

Technological Impact

In approaching the job market from a different vantage, it was noted that as a result of changing mandates issued by governmental agencies requiring the performance of new tasks, new jobs are being created each year. For example, jobs having to do with unionization and audit coordination did not exist two years ago in the health field.

If one were to categorize the workforce within urban health care institutions, the breakdown shows that approximately one-third of the workers are clerical, one-third are service, and one-third are technical/professional. Since the inception of Medicaid and Medicare, clerical forces have doubled and with a form of national health insurance imminent, the processing of paper will require more workers in the clerical and data processing areas. One personnel manager stated that the most difficult person to hire is a qualified secretary.

In assessing the impact of new technology on the employment needs of health care facilities, one can see the need for industry maintaining an ongoing close liaison with college programs. As new machines and equipment become essential ingredients of health delivery systems, concomitant changes in college health science programs will be needed. Technological change in a hospital requires that technical programs in a community college be kept "au courant."

As one health industry participant indicated, technological advances have mixed effects. For example, with the introduction of a body scanner machine which is computerized and can therefore be operated by someone with limited training, the need for x-rays will be greatly reduced. Consequently, an X-ray technician who wants to keep his job will have to learn how to operate a "scanner."

A positive outcome of technology that is appropriate for developing jobs for the disabled is the repair and maintenance of hospital equipment. One hospital representative said that to maintain standard X-ray machines costs his institution hundreds of thousands of dollars in service contracts. The following excerpt from one of the workshops on health careers explains the dilemma and indicates possibilities for employment:

When we go to the companies and we ask them, 'Is there no less expensive way of repairing this machine?', they tell us, 'yes, there is.' We should send our own people to their plants which are located throughout the United States and have the training done there. Most of these companies would prefer to get out of the maintenance business. It's a loss to them, even though we're paying as much as \$100 an hour to get this done. We have not yet faced this to the point where maybe one hospital that can't afford to send people to get the training could get together with other hospitals and send them several people. Since we're not in a profit making business, it's not important that the repairman be on hand. Very often, these people are not available, and there are so few of them that you have to wait days to get a piece of equipment back on line. Now, I would say that a university system that could get to the electronic manufacturers of health care equipment - a very big general area but it covers everything - could work out technical training programs from which one could graduate skilled or almost-skilled people for the repair and maintenance of these very sensitive machines, and they're going to get even wilder in the future, in terms of how involved they are--just to repair a standard x-ray machine is a monumental task--would be fantastic, and probably be a field in which the disabled could work, because they already work in assembly situations and repair situations where they can be sedentary and work at a bench. That's where we're going to need people.

Impact of Government

In exploring the ramifications of increased federal support for health programs, the following series of questions and answers indicate the perceptions of health industry representatives concerning the impact of a national health insurance program and new conceptions of delivering health care.

Question: Does National Health Insurance in the future provide any optimism? Would things improve?

Answer: I think it will pump more money into the health care field, but it looks very remote at this point. And most of the betting on that bill was strong about a year and a half ago. The election in November will have a great deal to do obviously with what kind of bill is eventually passed. I have a feeling something is going to get passed...when, I don't know, and what, I haven't the vaguest idea. Most of us in the field are terribly afraid in terms of huge sums of money being pumped into this field primarily because of what's happened since '65 and '66. Just a lot of money is an open invitation to no quality. There must be reforms in the system. Without it, the product that we're delivering will never get any better and, at this particular moment, there are no incentives.

Question: "Is there greater employment potential in industries other than the health industry?"

Answer: I can only say that the history of the health care industry shows it's usually two years behind general industry; so while general industry was down two years ago, the health care industry was still booming. The cutbacks that we see today, the layoffs that have come -- more will come within the next couple of years -- probably could have predicted that we would not escape unscathed from this really bad economic recession. Now it's possible that, with industry recovering today, in two years we'll be on our way back. It can happen. If you want to be optimistic, you can say that there could be a National Health Insurance Act passed which obviously would pump millions of dollars into the health care system and might just give it the impetus to move forward, but for the next couple of years, if you follow what happened in general industry, you're going to have a consolidation situation. There are some marginal operations in New York City that will close their doors and never open again. There are hospitals right now that are on the brink of bankruptcy and will go out. There's no doubt about it; and they should go out. It's a terrible thing to say, but there are institutions that should have gone out years ago. If there were quality standards that have to be met, to continue funding, it probably would have happened by now. But it doesn't happen. Nobody closes down a hospital. It just doesn't happen; but a federal judge issued an order the other day to close down a hospital because it was bankrupt. They couldn't pay their bills. Several proprietary hospitals have been closed down within the last three months and there will be more. In a couple of years from now, the health care industry may be on its way back. That follows a pattern. Yes, you can look forward to two tough years, and then the beginning of a way back which will be kicked off either by federal legislation, an act of new health care, etc. The facts are clear. We have been told that the Governor has put this bill before the legislature. If it passes, it's a 10 percent cut on medicaid, a limit on the number of days in the hospital, a limit on preoperative days in the hospital, a cutback of 10 percent across the board on emergency room costs and a reduced amount of reimbursement for house staff training; it's all in this bill. And that means jobs.

The Personnel Directors' Perceptions

The role of personnel director in the last decade had been changed drastically. In many health care institutions, the personnel director has become the person in the middle, the right hand of the administrative team. The director's primary function in many situations is no longer the hiring of people per se. The performance of traditional personnel worker tasks of interviewing job applicants and writing up job specifications is often assigned to lower level functionaries.

Personnel managers indicated that one of their major frustrations emanates from a lack of contact between the educational community, particularly the community colleges, and industry. These feelings were reflected by one personnel person when she asked the college participant:

"Who do you talk to? You don't talk to me, and you don't talk to my colleagues, and I'm the president of the Personnel Director's Association, you forget to talk to the union...."

Hospital personnel administrators stressed the fact that the crucial dimension in the hiring process is the need for competence and quality; and that a person's disability made little difference in whether the individual would be hired. The admonition to the college participants was to deliver a "product" with experience and training since the health industry has neither the time nor the money to "reeducate" those who come from schools improperly or inadequately trained.

The hospitals' demand for training and experience is related to the relatively high salaries being offered. One personnel manager stated that for entry-level positions, starting salaries for secretaries are \$175 a week for the first two months and then they go up to \$181. Since competition outside the health field, such as banking or insurance, are paying a great deal less, \$135 to \$140 for entry-level positions, there is a direct impact on departments within the hospital.

As one department head stated:

"If we're paying this kind of money, and whether realistic or not, I want the best person available. There are all those people out there who have experience and training and that's who I want."

The Job Interview

Each workshop session within a phase of the CIPHER program had an agenda of themes and activities developed by the project staff in consultation with participants. There was sufficient flexibility built into

the session to allow the group to capitalize on "the teachable moment." For example, in the first meeting on health careers, plans had been made for a role-playing situation involving a college placement officer and a worker from the health industry. To capitalize upon a concern that had developed during the first hours of one session, the participants decided to role play a disabled student's interview with a medical laboratory supervisor. This request evolved from statements repeatedly made by industry representatives that it is the department head or supervisor who makes the decision on hiring a worker in his area, and that the need to sensitize supervisors and department heads within the institution is essential. With this in mind, two participants volunteered to be actors.

Employer: I'm the medical lab supervisor as the people in personnel probably told you and I interview the people who will work for me first. I see here from your application that you're graduating in medical lab as of June, and I also notice, well, can you tell me a little bit about your two-year program and also what type of position you're seeking.

Applicant: I'm interested in an entry-level position which I was told by your personnel department is available. You can see from my resume the course work that I've taken which is appropriate.... You can also see that I've had some summer experience where I volunteered and did some work. I feel my experience plus my course work should prove an asset in filling this position.

Employer: I noticed from the application that you indicated under the question in terms of medical that there was some medical problem you have. Would that affect the job somehow?

Applicant: It's not a medical problem. I think I mentioned that I was legally blind. You might not be aware of it from the way I walked in that I'm legally blind. For your information, you might be interested to know that 75-80 percent of all those who are classified as legally blind have some peripheral sight. I can see gross objects....

Employer: Well, to be honest with you, I have never had that type of experience in the lab and I really don't know what type of adjustment that calls for or what type of modification we would need or whether the hospital would go along with it in terms of the monetary situation. This could be a problem.

Applicant: In terms of the monetary situation, it would be difficult for me to ascertain what adjustments would have to be made at this particular time. It may be necessary for me to bring in a consultant who would be available to me at no cost to you to do some job development research in terms of just how I would be functioning in the laboratory, if there would be any special features or arrangements that would be necessary to enable me to function. That could be worked out at no cost to you through the New York State Commission for the Visually Handicapped, which is a sponsoring agency. If you have some concern in terms of how I, with my declining vision, can function... one of the things that is open to you is on-the-job training, where the agency that is sponsoring my schooling and education, would be more than willing, on a temporary basis for a period of three months, to pay my salary at no cost to you.

Employer: Well, I understand in your program at Queensborough that you did do some thousand hours of lab. How did that situation at college work out?

Applicant: There was no difficulty. I had an ability instructor come in a number of times. He went over the entire facility, the lab, showed me where things were, helped me adjust, helped me braille my instructions, my equipment, use special sensory aids where it was necessary. There was no difficulty at all in terms of performance.

Employer: Well, I'll be honest with you. I have a good number of candidates. As you know, the market is pretty tight, and I will consider what you have said. I notice that you do have good grades. We'll let you know one way or the other in a matter of weeks.

Applicant: Perhaps you would care to tell me some of the functions of the position. As you are aware, I'm not too familiar with just what your specific job would require and it seemed to me that, during this interview you keep zeroing in on my visual problems and you haven't really brought up specifics that I might be able to discuss with you.

Employer: Basically, we have about two or three positions maybe in hematology and urinalysis. We would have to see, you know, play it by ear. The salary is union scale. As a matter of fact, before you leave, I can give you a book outlining all the benefits.

Applicant: One thing I would like to make apparent though; there is equipment available to you in terms of urinalysis....

Employer: There is equipment available?

Applicant: All sorts of specific equipment. Not only for this specific area, but for other areas. If you are interested, I would be more than happy to show you what is available just to broaden your knowledge.

Employer: Do you have any material on that?

Applicant: Not readily available, but I would be happy to have it sent to you.

Employer: If you would mail it to me, I would appreciate that. Very nice of you.

In critiquing the interview the following points were highlighted:

- . The applicant should interview the employer and not let the employer dwell overly only on the person's disability;
- . The applicant should ask specific questions regarding job requirements, potential for advancement, etc.
- . The potential employer has a need to ask how a disabled individual is going to function on the job. The applicant may have had hours of experience in a college lab but there may be differences between what the individual did at college and how operations are performed on the job;
- . In responding, the disabled person should attempt to allay the employers' feelings of anxiety or defensiveness.

A summary of the role-playing indicated a great deal of what went wrong in the interview: squeamishness, defensiveness, and uncertainty can be avoided. If the placement officer initially comes in with the disabled individual and lays out the situation for the personnel people, then the personnel director can proceed to sell the applicant to the department supervisor.

Job Development

The use of simulation as an approach to analyzing the job development process was a tool used throughout the CIPHER program. The following dialogue between personnel managers in the health care industry and community college job placement officers represents a culminating activity of Phase II. The actors role-played spontaneously, and the critique that

follows reflects the reactions of the various groups participating in the workshop, e.g., counselors of the disabled, handicapped students, resource people from the Institute of Rehabilitation Medicine, and personnel officers.

The scene is set at an initial meeting of two college and two industry personnel people for the expressed purpose of exploring job possibilities for disabled students.

Job Placement: I would like to thank you for giving us this time to talk with you; I know that you're very busy. Our colleges are both part of the City University of New York. But we are also active on the CUNY Committee for the Disabled. We'd like to lay some groundwork for getting jobs for disabled students. That's the primary reason we're here: to get a little bit of communication, and finding out what your needs are, and also finding out what our students' needs are.

Personnel Employer: Are you geared toward the health professions in your schools particularly? Is that your goal in placing students?

Job Placement: We're approaching you for a number of reasons. We have an individual who is graduating in mechanics who has polio and is an exceptionally good student; he gets around very well. He would be a good candidate in a bio-engineering unit, working along with your engineers. We have another student--a young lady--who is in the secretarial science program. To answer your question--health careers--yes. But basically, we'd like to open some doors for the handicapped students, and I'm wondering if we might discuss placement of the disabled.

Personnel Employer: In the secretarial sciences, yes. I could say that we can project now for when your students graduate, if they meet the skill requirements. We're talking about lots of positions in that area.

Job Placement: What do you mean by skill requirements?

Personnel Employer: Basically, they should type at 60 words per minute, and their steno should be a minimum of 80 words per minute.

Job Placement: Do you expect any prior experience?

Personnel Employer: Experience is not essential. We have entry level positions for secretaries. At our institution we have the same situation; we have about six levels of secretaries, and the levels in the lower spectrum do not require experience. As they get up in the range, they do require experience.

Job Placement: Do you give any tests at all?

Personnel Employer: There are no tests except typing and steno. This has become such a problem that we have to give some tests.

Job Placement: I don't think any of our graduates would have this problem.

Quite honestly, we don't have too much of a problem placing our graduates. One of the things you touched upon is that you have many opportunities in secretarial science but you don't know if you can project your needs that far in advance. Both of our institutions (colleges) are doing a lot of work with the disabled. We are making inroads to help the disabled through workshops, in resume writing, mock interviews, and videotape. We have people coming to visit from industry, from hospitals to talk to our students.

Personnel Employer: What kind of people from industry?

Job Placement: Personnel directors, practitioners in a particular field--to give our students an idea of reality and to help them deal with their disabilities when they go out on the job market. We realize what the job market is like but we're trying to work that out in terms of different majors, and the jobs that your institutions have. We're wondering if there's a possibility of your meeting some of these students, maybe a year before graduation, with no commitment on your part. Would you come in and talk to them? We will prepare you in advance about their major program and, if you want, we can give information about their academic performance. We'd like you to be aware that they're available. If a position does open up, they might be the right person for the job. We will be glad to send you people that are appropriate for the jobs for which you have openings. We don't expect a commitment from you now; the only commitment we would like is for you to take some time and talk to the people and show them around. It would serve as an educational experience even if there aren't any jobs in the area that they want.

Personnel Employer: Well, we already have programs that we've done -- we tour many groups through the medical center. We have recently tried to limit it because every organization and every group that exists want a tour. We run these tours. We try to get some people from the departments where it's relevant. If you're talking about a group of disabled students, we might be able to arrange a tour situation. I don't think we can do it on an individual basis, because of the pressure of time, especially if you're talking about lots of students.

Job Placement: No, I'm not talking about lots of students. We can merge, we can have a group coming in on a tour -- that would be one idea. However, I'm talking about, perhaps two students from my school and two students from my colleague's school to visit on an individual basis, and have you get to know them and keep them in mind if a job opens in the future. Also we are talking about an exchange of information.

Personnel Employer: Why not do this? If you have students who are being trained in the health professions every hospital needs extra hands.

Job Placement: Are you talking about a volunteer basis?

Personnel Employer: Yes, taking people around in a whirlwind tour, getting an exposure to the institution, especially the handicapped who don't have much experience in the wide world, would be overwhelming. I think we would accomplish a great deal more with your students if they could work here for a short period of time. We could be much more helpful to them and it would be more productive.

Job Placement: Some of our health science programs are governed by State law -- there are a certain number of hours that students perform in hospitals -- in lab tech and nursing programs. But there's a reaction from our students that they don't want to do anymore volunteer work. They don't want the hospitals to get any more "freebies". Now this is a real problem. Perhaps medical lab students don't see that as a problem. I'm talking about the students who, by the nature of their particular curriculum don't have work experience built into the program. I agree with you in what you said. In fact, we recently had a career volunteer day for this particular reason, knowing that the job market is that tight. And the emphasis on the career volunteer was made. We tell the student that "here is an area where you can pick up field placement," and you may be surprised at how many students did sign up for it. Would you be willing to go along with this? This is another variable we can definitely work in, especially for those areas that do not require hours. Perhaps with the idea that for those students who do volunteer work and are good --there may be a job for them.

Personnel Employer: That's up to the person who does the hiring. You have to understand that the personnel manager does the hiring. So if that student sells himself to a particular department, that person has an edge. We would have some limited positions on a volunteer basis. The reason for that is that our department heads have regular programs and types of situations they have the volunteers do, and these are normally not what employees would do for various reasons. This means that we would have to contact individual departments to find out who will be willing to take on certain hands on a volunteer basis for a long term or short term or whatever. You will get resistance, and there will be problems. I would have to spend my time with the individual.

Job Placement: Do they ever use the excuse that they don't have the facilities for these people because they are handicapped? Since this is just an initial meeting today, may we suggest that if we want to try out some ideas, we all have busy schedules -- if we could sort of think about these ideas, we will approach you again. Let's say that the program we work out on a voluntary basis; we would take the responsibility of working with these students, if they're going to volunteer in your institution we will be seeing them. We will take that responsibility. If there are any problems in terms of

them being functional, we will be aware of it. So we're not just saying, "here's the students and that's it." Because it's our responsibility.

Personnel Employer: Another point I would like to mention, when you brought up the fact that someone was being trained at a community college for bio-engineering; A situation like that is very limited in an organization like ours. We have a very small department. Their turnover is very limited. In a situation like that what would probably be of some value is if your student can prepare a professional looking resume outlining the courses and the people they worked with, and then you give us this resume which we will then circulate to the departments.

Job Placement: Before we send a student to you, we will give you an outline; either the student will bring it with him or we will send it to you; it will outline all of his courses. We've just had an industry down to our school. I would like to invite you down to our college, so that we can videotape an interview session. I think this is an activity where a student learns a great deal.

Personnel Employer: What about the other way around ?

Job Placement: We'll do that also.

Critique of Role Playing Situation

The following remarks are the participants' salient reactions concerning job placement/development in health care institutions:

- . College people need to realize that hospitals are not an endless source of employment opportunity and that in the present labor market, the health industry is not the place to find jobs for large numbers of people. This reality reflects the high entry level salaries being paid and the reticence of workers currently employed to leave their present jobs.
- . College job placement directors are viewed as advocates of the disabled students in their quest for jobs. They need to "sell" their students through the conviction that the college is producing a quality "product."
- . When meeting with industry people, the job placement officer needs to educate the industry representative by explaining the kinds of courses and specialties offered by his college. In addition, she/he needs to inform the business personnel officer of the college's "track record," the kinds of jobs that the job placement office has obtained for students in the past.
- . Seeing a personnel manager a year before a student's graduation is too far ahead. The job market may change drastically in the interim.

- . When discussing a specific individual, the placement officer should emphasize the student's abilities, how well he is doing in school, his vocational goal, what his immediate training is, and lastly, his physical disability.
- . In job development or job placement the problems related to a disabled student are not so much with personnel people who do the initial screenings, but more often with department heads who make the final decision. Oftentimes, a personnel manager who initially screens the applicant becomes the applicant's advocate.
- . A placement officer cannot "sell" his student by informing a personnel manager that the individual has had "X" number of hours in a laboratory. Personnel directors do not equate putting in hours with how much the person has learned. This applies to able bodied as well as disabled applicants.
- . In making an initial contact with a business institution, the placement director should be highly selective and send only his best candidates. Once the institution has developed respect for the quality of students produced by the college, a rapport is established, which enables the job placement person to increase his "sales" to that organization.
- . Job descriptions are not always what personnel directors would like them to be. Sometimes, these are blanket job descriptions in certain areas, and they don't apply to every job or every department. Consequently, by necessity the personnel manager may be vague about a particular job opening which makes the placement officer's job that much more difficult.
- . Affirmative Action laws such as Section 503 of the Rehabilitation Act which affects subcontractors of the federal government may be the crucial impetus to help the disabled secure jobs.

CAREERS IN TECHNOLOGY

CIPHER WORKSHOP/CONFERENCE: PHASE III

The Community College and Industry: A Symbiotic Relationship.

Community College technical programs are intimately related to the manpower needs of industry. In order to keep abreast of the current trends in the business world, colleges, through their business advisory committees, graduates on the job, and personal contact by faculty with industry develop a "sense" of what the job market is really like. As one professor of an electromechanical program indicated, "We're constantly keeping an eye on what jobs are available and which jobs are not available. Our programs have to be modified as the needs of industry change."

Sometimes, program change to keep up-to-date with industry needs does not fare well. For example, in one college a technical program was primarily established by a very large corporation since the company anticipated the need for 70,000 technicians. The cost to the company was approximately one million dollars per school for equipment, training and development of faculty to organize the course. However, a combination of negative marketing factors and the business recession practically eliminated the corporation's need for new workers. In fact, that company did not hire a single technician from the college. Fortunately, the way in which the faculty had developed flexibility within the program provided opportunities for their students to be hired by other corporations.

Throughout the CIPHER workshops, the problem of modifying/changing college programs to meet industry needs was raised. In attempting to delineate the parameters of this problem, faculty and chairmen of technical programs were asked the following:

- . "What are the obstacles or hurdles you face with college administrators to change/modify courses and to obtain new equipment?"
- . "What is the time lag between the time an advisory committee's recommendations are made and the implementation of new programs?"

The responses to the question concerning tooling up indicated that a two-year lead time was needed since a series of sequential steps had to be followed: deciding what equipment is required, filling out request forms, placing it in the budget, getting the budget approved and finally sending out and receiving the order. In addition, an overlapping process is involved in which the department, the division and the college administration including the faculty council have to agree to requests for such items as: an increase or decrease in number of course hours, and additional classroom/laboratory space. Several years ago, virtually all requests having a reasonable rationale were being accepted. In today's economic crunch the possibilities for introducing new programs are minimal.

The Employment Process in Industry

Every corporation has its own unique style and program for satisfying its employment needs. For example, one large corporation participating in the CIPHER program has a central employment office which performs a service function. It was established to make the organization as self-sufficient as possible in meeting its hiring needs in commercial and professional staffing. Hiring is done by location managers who send a list of their needs to the central office who in turn sends the managers applications that it has identified as being appropriate. Applications are forwarded to outlying locations only after the applicant has been interviewed. The final decision rests with the branch manager, each of whom gives specific paper and pencil and mechanical aptitude tests

which are related to the requirements of the job.

Another CIPHER participant representing one of the biggest companies in the copying field stated that his corporation assesses employment potential by initially giving a series of selection tests including a newly added section in electronics. One of the tests measures numerical and verbal capacity and is graded on a pass-fail dimension. The company feels that one needs to have a specific level of intellectual capacity to learn the job. Other tests are used as predictors of job effectiveness and job tenure. The company stated that it is unprofitable to employ workers who do not stay for at least two years. The company feels that the test measures accurately the probability of both of these items. When a disabled individual takes the tests, standard accommodations are made in giving assistance.

Another aspect of this company's hiring process involves the giving of two interviews, the first being a "quickie" of fifteen minutes which emphasizes the kind of impression made by the applicant. When the outcome of this test is positive a "focused" interview is then given.

The personnel director of this company indicated that in normal operations he did not do any interviewing, but he extended the invitation for college participants in CIPHER to send him disabled people so that he could be their sponsor and act as an advocate for them in the hiring process.

In regard to hiring the disabled large corporations are in general attuned to Section 503 of the Affirmative Action Law related to the hiring of the handicapped. Affirmative Action implementation is often monitored at the corporate headquarters level not only in terms of new hires but also in terms of internal promotion. Commitment by these companies in assisting the disabled to become occupationally productive

reaches beyond its personnel practices. In recent years, several companies have provided colleges with equipment and technical expertise in developing campus programs for the handicapped.

On-the-Job Training and Cooperative Programs

Since disabled students have had so few work experiences, programs that provide the handicapped with opportunities to experience the world of work are essential in helping them develop a repertoire of job behaviors. One approach to this problem has been the Coop program which integrates learning activities in the classroom, with working experiences in the community. Emphasis is on applying academic and technical skills on the job with reinforcement made back at the college through debriefing seminars.

An example of a coop program is one that was developed by a CUNY community college for their programs in business administration, accounting and data processing. Disabled students are given a first-level internship in one of these areas in order to give the student an overview of how a department within an organization functions. In one college's on-the-job training program, the internship is for a 13 week period. Students are fed into the system continually. Some companies provide jobs on a rotating or back-to-back basis. A variation of this program is one in which the student works from nine to one, five days a week. In both programs students earn entry-level wages.

Regardless of the differences in organizational formats, the purposes of on-the-job training programs for disabled students are essentially the same. Their primary focus is on preparing students for entry into the labor market, placing them in jobs related to their occupational aspirations, and developing positive attitudes toward the disabled. A model program in this area is the one developed almost a decade ago by the Institute of Rehabilitation Medicine in which severely disabled students

are provided with work in unsheltered job sites.

Many companies find the linkage with the college beneficial and cost effective; others see coop programs having limitations. A business representative at the CIPHER workshop indicated that although he liked the concept personally, his company did not become involved for the following reasons:

- . Unable to fill a budget line on a temporary basis
- . Part time work is non-existent
- . Union objection to use of non-union labor
- . Work would be taken away from dues-paying employees
- . The company would have to accept responsibility for accidents.

Although colleges may find instances of sporadic resistance to on-the-job training programs for disabled students, a sufficient number of such programs have been successfully implemented. Willing to assist colleges in developing new or expanded coop type programs are such community organizations as the Institute of Rehabilitation Medicine and the National Alliance of Businessmen. Their commitment and previous record of success in responding to the needs of the disabled should be capitalized upon by community colleges.

Advocacy Role of the Job Placement Officer

One outcome of the latest business recession has been a tightening of the job market with many more graduates applying for a dwindling number of jobs. The impact has been felt most profoundly by disabled students who have to compete with their able-bodied peers. This reality is highlighted by a statement offered by a disabled student at a CIPHER session when she said, "I have to be one of the best; I need top grades, make a very attractive appearance, and speak well. If I don't have these

assets, I can't get past the first door." One aspect of this assessment was reinforced by a college placement officer who told of several situations where a company visiting his campus wanted to limit its interviews to only those who had A- averages or better. Since the company had a very limited number of openings, it did not wish to spend time with anyone who wasn't a "top flight" student. Other companies are more concerned with the "total" person and consider factors of personality, motivation, and extracurricular involvement as being of much importance in their selection process.

Regardless of the differing approaches used by industry in job selection, college placement officers indicate that one of their primary functions is acting as the advocate, especially, for the disabled student. Unlike their counterparts in industry who screen out applicants, the college placement officer makes every effort to screen them in.

Although the placement person is concerned with satisfying the needs of industry in its search for workers, his/her primary allegiance is to the student. When the placement officer has reservations about a job seeker's qualifications, he/she needs to be aware of any bias. Some placement people indicate a proclivity for liking those who are articulate and are able to "sell" themselves since it makes the task of placement that much easier. It was stated that the job placement person needs to be objective in assessing the student in that most individuals have some limitations. With the disabled it is crucial that one accentuate the positive and minimize the negative.

The goal of every placement person is to "broker" an effective marriage between the company and the student who is seeking a job. To be effective at this role requires the development of a sustained and trusting relationship between the college and employer representative. Honesty should be manifested by the placement person's presentation of objective data regarding the student. Being straightforward with the employer whether one knows him personally or not will, in the long run, benefit the student. As one placement person said, "I may say to an employer, 'The applicant may come across a little strong, or bizarre, (if there is an organic or personality problem) but there are reasons for it. This is what you can expect.'"

From a personnel director's view, specific information is valuable since the interview does not end with the recruitment manager. Oftentimes, he must send the applicant to the department supervisor for further interviewing. By having accurate objective data available, the company interviewer can initially screen in the applicant and thereby, enhance his chance of getting the job.

A placement worker indicated that not only did he develop a thorough understanding of a company's employment needs and their views of hiring but also he made conscious efforts to know how upper-level managers were thinking. In essence, it was important for him not only to know as much about the job as the personnel director, but that he also know the thinking of those who would be making the final decision of hiring.

Developing a trusting relationship between the college and employer has concomitant benefits, some of which affect future job placements in industry. Higher education institutions, which have developed rapport with employers, have a competitive edge over other colleges who are also

trying to place their students. One personnel director indicated that when his company reports back to a college on the performance level of its graduates, it is an implicit acknowledgment of the corporation's respect for the quality of job placement.

Liberal Arts and Developing Job Placement Skills

The manner in which colleges assume responsibility in "selling" a student to industry is one that concerns faculty, counselors, and job placement officers. Their mutual interest in the future employment of students manifests itself in a variety of ways. The manner in which students' attractiveness to an employer can be increased through the concerted efforts of college staff is exemplified by the following example: Students in a technical program at the college were considered by business people as being intelligent and personable but a common complaint was, "They don't know how to write. They can't do technical reports. What can you do to remedy the situation?"

At a conference of faculty, counselors, and placement people it was suggested that contact be made with the college's basic skills department. Additional meetings with industry, college departments, and personnel staff resulted in the implementation of a non-credit technical writing course which did not threaten anybody's domain. Its success was evidenced by the five sections offered each semester. Although students receive no credit, a statement is made on their transcript of their having completed the course. Students returning to the college have stated favorable reactions by employers to their having taken it.

Other efforts to increase employability skills has been accomplished by integrating job searching skills within the liberal arts. For example, in an English composition course, time is devoted to resume writing, an activity that students enjoy since they feel that it will make a difference in getting a job. In psychology courses, time is devoted to exploring concepts of motivation and values. In a speech course, which is a required subject, the professor has students simulate job interviews as a means of accomplishing aims of the course. Some of these have been used accidentally or incidentally in years past but with the increased commitment to assist students in obtaining employment, community colleges are now incorporating within the liberal arts curriculum content and activities that specifically relate to job placement.

Increasing Employability

When one considers the varying influences on disabled students as they proceed through their college career, the faculty loom as a crucial facet. It is they, in their daily contact with the students, who are most able to demonstrate their concern and support to a student's quest for employment. Many college students and especially those who are disabled have difficulty in "selling" themselves. A CIPHER participant suggested that every student ought to read a book by Richard Irish entitled Go Hire Yourself an Employer, which emphasizes that an individual has to "look for an employer" in the same way that an employer looks for the person. To increase students' capabilities of marketing themselves, one college has introduced a career planning course which is a requirement of the business department.

In most colleges technical departments are unable and/or unwilling to mandate such a two-four credit course since this would increase

overall curriculum requirements for their majors and with the tight budget situation it would mean dropping an essential technical course.

In analyzing the role of the placement officer in the job development process, one sees the need for developing rapport and cooperation between departmental faculty and the placement office. A placement person indicated that when he first approached the faculty of a technical program at his college, they were loathe to talk to him. At that time, the department was doing its own placement since, over the years, it had developed close relationships with industry. At first, the chairperson of the technical program would not divulge any of his contacts until he felt certain that the placement officer was knowledgeable and competent. Over a period of time, as the placement officer exchanged information concerning job opportunities in several companies, the situation eased. Presently, the rapport between them is excellent as demonstrated by the chairperson's giving the job placement officer job leads as soon as he learns about them. In addition, the department and the placement office have organized job conferences each semester for students in the program. Attendance has been excellent in that the chairperson specifically states to his students, "I expect you to be there."

Sensitizing the College Community to the Needs of the Disabled

Since job counseling the disabled cannot be performed solely by the placement officer, there is a need to develop other modes of informal and formal counseling that sensitizes the various segments of the college community to the needs of the handicapped. Activities in this area have included having an awareness week or an awareness day during which time workshops, seminars, and entertainment-type activities are organized

around a main theme. Several of these activities, when appropriate, are directed by the disabled themselves. Other approaches which are more academically oriented include inviting disabled students to participate in faculty departmental meetings. This provides the opportunity for disabled students to inform the faculty first hand of their experiences, needs, and problems.

Additional support for the disabled student is provided by the coordinator of special services to handicapped students. The following illustration of this kind of assistance was given by a coordinator of the disabled.

The visually impaired student entered an accounting class on the first day of class with his cassette recorder. For a blind person that is a prosthetic device. The initial reaction by the instructor was the categorical statement, "I'm sorry, but I do not allow my classes to be taped." The student was at a loss but fortunately had the good sense to see the coordinator for the disabled. After one or two brief conferences the problem was resolved and the student was allowed to tape the lectures. For the teacher, it was a learning experience. As he said later on, 'I really didn't understand.'

Another example involved a student with cerebral palsy who had difficulty in moving her hands. With the assistance of the coordinator adaptive equipment was secured from OVR and the student was able to take a typing course. The instructor of the course was amazed by the student's proficiency.

College Programs that Respond to the Needs of the Disabled

In responding to the varying needs of disabled students, community colleges have implemented programs whose specific purposes focus on ameliorating educational problems related to students' disabilities. For those whose needs can be met through a modification of classroom procedure, the necessary changes are made. The following is an example

of a college's response to the needs of severely disabled students who were unable to attend class on campus.

With the assistance of a state education department grant, the college organized a program for some 40 homebound students who are majoring in either secretarial science or accounting. These subject areas were selected on the basis of their being adaptable to the capabilities of the disabled. Students participate through special telephone hookups connecting their homes to the classrooms. Approximately 12 hookups can be made for each section of a course with the students being able to ask and answer questions. In addition, exams and special notes are transmitted through the mail. When job placement seminars for the disabled are given, the homebound participate in the same manner as they do in the subject area classroom.

Another program for the disabled involves approximately 75 severely disabled students on campus, including those who are visually impaired, neurologically impaired, or wheelchair bound. Each student has a unique set of problems. Some are sufficiently ambulatory and can negotiate travel among buildings; others need a waiver of course requirements. All of these needs are dealt with on an individual basis. The students are mainstreamed, thus avoiding the stigma of having a class half full of disabled students. A supplementary aspect of the program is the special voluntary workshops involving resource people from governmental bureaus, private agencies, and industry where students experience such activities as mock interviews and videotaping job searching skills.

When a problem arises as a result of an impairment, for example, if an individual reads lips and the instructor talks while facing in another direction so that the student cannot read his words, the student is asked if he/she is comfortable enough to talk to the instructor.

When the student indicates a reticence in approaching the instructor, the counselor for the disabled intervenes.

A third program is a pre-college summer orientation program for visually impaired students. Participating in the eight week summer session are recent high school graduates who are occupationally oriented and who want to enter college. In addition, the program includes adults who have become visually disabled in later life, and who need to change careers. The program emphasis is on orientation to college life and introduction to college and community support services and resources.

PROGRAM EVALUATION

Introduction

Evaluation of the "College and Industry: Partnership in the Handicapped Role" (CIPHER) is concerned primarily with the following areas: 1) workshop participant (College and Industry) response to the program in general, and to the individual sessions in particular; 2) change in attitude and awareness in regard to work capabilities of the disabled community college student; and 3) exploration and exchange of strategies that enhance industry support for hiring the handicapped.

The Workshop aspect of the CIPHER Program was organized in three Phases each consisting of two workshop/conferences devoted to a distinct career cluster. Thus, Phase I (two sessions) focused on careers in banking and insurance; Phase II (two sessions) emphasized health careers; and Phase III (two sessions) was directed towards careers in technologically oriented areas.

In evaluating the workshops, a questionnaire was given to each community college staff participant at the end of Phase I and again after Phase II. In addition, at the conclusion of Phase III, an open-ended instrument requesting an overall program evaluation was sent to each college representative regardless of the number of sessions attended. The overall evaluation requested that college participants use their own criteria to assess the general aims of the program in addition to criteria offered by the project staff.

Business/industry representatives were given their own questionnaire at the end of each phase. All instruments were mailed with self-addressed return envelopes to insure anonymity (See Appendix A, page 87).

PHASE I: BANKING/INSURANCE

Responses of College Participants

To determine the extent to which the business community participants representing banking/insurance companies were sensitized to specific needs of the disabled, the following question was asked:

Question 1: One of the aims of the CIPHER program is to sensitize the business community to the work capabilities of the handicapped. Do you feel this purpose has been achieved? Be specific in describing aspects of the program that substantiate your answer.

Of the eight responses to this question, six were categorized as positive and two as being negative. The open-ended positive responses focused on the following:

- . Some companies are beginning to accelerate their Affirmative Action programs while others are beginning to establish hiring practices for the handicapped. CIPHER is able to support and/or capitalize on these initial starts;
- . Having disabled students participate in the program has a positive effect. It forces the participants to deal with reality;
- . Business representatives gave several practical realistic appraisals of their hiring practices and problems. They seem receptive to the suggestions offered by college staff and disabled students;
- . The face-to-face contact among job placement officers, counselors for the handicapped, employer representatives, and disabled students heightened the awareness of the group to the job needs and potential of the handicapped;
- . Through free and open discussion, it became more evident to the business people that the handicapped can function in their organizations;
- . The opportunity to discuss openly successes and problems of hiring the disabled in and of itself heightens awareness;
- . The first-hand examples of how disabled students function on campus alerted business people to the ways in which capabilities of the disabled can be used on the job.

The open-ended responses that were categorized as being negative focused on:

1. The need to have a greater variety of handicapped people participate, especially those who have jobs;
2. Some participants generalized about handicapped people's capabilities.

Summary

From the college participant vantage, a major aim of the program, sensitizing the business community, has been accomplished to some degree. Having a first-hand experience to interact on a personal level and sharing information, ideas, and feelings provide a direct approach for modifying attitudes.

To assess the cognitive input by business participants that relates to job placement, the following question was asked:

Question 2: In the sessions you attended, did business representatives give the kind of information you can use to assist a disabled student in securing employment? Please give example to illustrate your response.

Of the nine responses to this question, seven were categorized as positive, and two as being negative. The open-ended positive responses are illustrated by the following examples:

- . Business representatives reaffirmed that employability was directly related to the disabled individual's level of ability and skill. The focus should not be on the disability;
- . The need for counselors to orient the disabled applicant to the general requirements for a specific job;
- . Disabled employees have a better retention rate than do able-bodied employees. They do not leave employers as readily;
- . Personnel managers described in sufficient detail some of the methods used by industry to up-grade employees on a career-ladder;
- . The variety of on-the-job training programs that are currently being offered can serve as a model for community colleges.

The open-ended responses that were categorized as being negative focused on:

- . The need for providing examples of how jobs are broken down into sub-tasks so one can more easily compare job requirements with physical capacities;
- . For some personnel representatives to be more concrete when describing requirements for specific jobs.

Summary

Most importantly, employer representatives reaffirmed a commitment to evaluate a disabled student's application on the merits of his abilities rather than his disabilities. The disabled are given equal consideration in moving up within an organization. When opportunities for on-the-job training are available, the chances of a disabled person's becoming permanently employed increase significantly.

To examine the variety of approaches that would enhance job placement activities, the following question was asked:

Question 3: As a result of your informal participation with business placement people, briefly describe two strategies you would like to use concerning job placement of the handicapped college student.

Content analysis of the responses indicates a desire to use a wide variety of approaches in the categories of 1) training programs for disabled students, 2) outreach and coordination with business/industry, and 3) job development. Examples of strategies include:

- . Developing mini-orientation courses for disabled students prior to their employment so as to reduce employer's costs;
- . Developing self-assertive training programs;
- . Arranging with business/industry ways to have one job shared by two disabled students;
- . Having the counseling office become active in business and community oriented organizations such as local Chambers of Commerce,

National Alliance of Businessmen, Rotary Club, etc.;

- . Increasing first-hand visits to business/industry;
- . Developing part-time and summer employment programs in jobs related to career goals.

Summary

Responses were directly related to the job function of college personnel on campus. Those whose main role is job placement emphasized the need for increased personal contact with business/industry. Through such meetings, arrangements satisfactory to the employee and college can be developed for the hiring of disabled students, since the unique characteristics of the potential applicant could be discussed in depth.

College personnel workers whose main function is in the area of career and academic counseling offer strategies that reflect their professional training in counseling -- e.g., self-assertive workshops. An analysis of suggested strategies indicates a need for developing within the college counseling program a model that emphasizes the placing of career development and job placement activities on a continuum. The model begins in the pre-admission phase and ends with follow-up assessment of the disabled on the job.

Since the organization and administration of student personnel services is directly related to job placement activities, the following question was asked:

Question 4: As an outcome of participating in CIPHER, what suggestions could you make to your administration regarding modification of your present placement services?

Content analysis of the responses are categorized under the major headings of: 1) role of placement office vis-a-vis counselors, and 2) use of general counselors in job placement. Examples of changes/modifications of placement services are:

- . Having one counselor assigned to the job placement of the disabled;
- . Having the coordinator's efforts shared and/or coordinated with the job placement office when there is a coordinator of special services for the disabled;
- . Giving highest priority in job placement to the disabled;
- . In cooperation with community agencies whose major purposes are in the area of the disabled, develop a model for thorough assessment of skills of all the disabled on campus.

Summary

The six community colleges represented in the CIPHER program deploy counselors and job placement officers in distinctive administrative styles. Whatever the organizational pattern, there is one common thread. All of the services offered by the colleges reflect their individual philosophy of student personnel services.

Colleges vary in how they assign staff to perform personnel functions. It becomes apparent that where deployment of staff is ineffective, a reorganization to increase efficiency and satisfy priorities becomes a necessity. Seemingly, the suggestions offered in this section emanate from ideas generated in the workshops. They are directed at modifying current practices within institutions. For example, at a college where there is a random assignment of students to counselors, the suggestion was to assign a counselor to be the coordinator of special services for the disabled. At colleges which have such a coordinator, it was suggested that the coordinator's role encompass aspects of job placement, either through direct intervention, or by coordinating efforts with the job placement officer.

The number of student personnel workers and the kinds of assignments are an indication of the level of priority given to the disabled on campuses. The current retrenchment of student personnel services at CUNY community colleges indicates a low priority for all such services. Unless there is

a strong advocacy movement for the disabled, their situation, in terms of job placement, will be even more threatened.

To determine the kind of change in perception by college participants of job counseling disabled students, the following question was asked:

Question 7: As a result of the CIPHER program, have there been any changes in your perception and/or approaches to the job counseling of the disabled? Please be specific by giving illustrations.

Of the eight responses to the question all are categorized as being positive.

Examples of these open-ended responses are:

- . Feelings of adequacy have increased as a result of learning about the functioning of government and community agencies that service the handicapped (e.g., OVR, Institute of Rehabilitation Medicine, Commission for the Visually Handicapped).
- . I have become more open with my feelings as a result of participating with disabled people in this program;
- . For the first time as a counselor, I have become keenly aware of the job placement problems of the disabled;
- . As a faculty member, I delve further into ways that I can assist the disabled in capitalizing on their abilities.

Summary

Interacting with disabled people for some of the college participants was a unique experience. Counselors who have never had contact with disabled students often feel inadequate, and they manifest anxiety about this inadequacy by avoiding disabled students. For those whose level of anxiety is high, their behavior may become one manifested by avoidance. However, when the disabled individual initiates contact with the counselor and assists the counselor in overcoming feelings of discomfort, the counseling process can flow productively.

With these realities in mind, the CIPHER program was organized in such a manner so as to increase contact between disabled and non-disabled. Emphasis was on creating mutual trust so that the two groups of participants could develop positive attitudinal change and modify their

behaviors related to their daily contact with the disabled.

Responses to Question 7 indicate that the informal discussion and the role-playing techniques used throughout the program has had a desired effect. Counselors of the disabled seem to be more in tune with their feelings and are more aware of the problems confronting the disabled on campus.

To examine the ways that college participants have modified their views of job opportunities for the disabled, the following question was asked:

Question 9: As an outgrowth of your participation in CIPHER, have you changed your attitudes toward job placement possibilities for disabled students in banking and/or insurance? Please give examples of change.

Of the nine responses to this question, seven were categorized as being positive. Two of the responses were not classifiable on a positive-negative continuum. Examples of positive responses are:

- . More optimistic about banking as a result of learning about the industry's Affirmative Action programs;
- . Increased awareness of the job possibilities for the disabled in a bank. My previous perceptions were limited to bank teller jobs.
- . Prior to the CIPHER-program, I knew little if anything about the kinds of jobs in insurance companies. I feel encouraged to explore with students possible job opportunities in the insurance field.

Summary

With few exceptions, most of the college participants had little or no previous direct contact with personnel managers of banking or insurance companies. Having the opportunity to listen to these business personnel in two workshop/conferences and having these people answer all of their questions provides a wider fund of job information useful in career counseling of students.

One outcome was an understanding of the variety of ways that different institutions within the same industry organize their personnel departments. These variations relate to the criteria used in job development and career advancement. For example, one of the largest banking institutions in the country uses an internal career ladder model for filling jobs above entry level. Thus, a job placement officer could inform a student that the opportunities for entry level jobs were usually the only ones available, but that chances for advancement after being hired at an entry level increased significantly, since employees were given first option to fill higher positions.

Questions 5, 6, and 8 in the Phase I section of the evaluation were rated on a five point scale where one represents the most positive and five the least positive dimension.

To determine the extent to which college participants were able to explain a college role to the banking/insurance participants, the following question was asked:

Question 5: In listening to the interaction between college and business people, do you feel there is an understanding by business representatives of the role of college job placement personnel?

The $\bar{X}$ score of the respondents (n=9) was 2.1 with ratings clustered around two. The results are taken to indicate that college participants have highly positive feelings concerning business people's understanding of the role of job placement personnel.

To determine the extent of insight that participants from banking and insurance have developed concerning the functioning of job placement people, the following question was asked:

Question 6: Do you feel that business representatives now have an understanding of the problems/frustrations which confront college job placement people?

The $\bar{X}$ score of the respondents (n=9) was 3.1 with ratings clustered around two and three. The results are taken to indicate that college participants felt there was a moderate increase of understanding by business participants of the problems which confront job placement people at the colleges.

To determine the extent of the commitment of colleges in assisting the handicapped to get jobs, the following question was asked:

Question 8: How do you assess the commitment of your college in helping the disabled become employable?

The $\bar{X}$ score of the respondents (n=8) was 2.1 with ratings clustered around two and three. The results indicate that college participants view the efforts of their institutions in helping the disabled become employable as highly positive.

PHASE II: HEALTH CAREERS

Responses of College Participants

To determine the extent to which the business community participants representing health related industries were sensitized to the specific needs of the disabled, the following question was asked:

Question 1: One of the aims of the CIPHER program is to sensitize the business community to the work capabilities of the handicapped. Do you feel this purpose has been achieved? Be specific in describing aspects of the workshop/conferences that substantiate your answer.

Of the nine responses to this question, seven were categorized as being positive, one as being negative, and one as not classifiable on a positive-negative dimension. The open-ended positive responses focused on the following:

- . Business representatives indicated in a variety of ways their willingness to hire the disabled;
- . Personnel managers were direct and to the point in responding to questions asked by disabled participants;
- . Having faculty members attend the workshops offered an added dimension to the input of the counseling staff regarding capabilities of the disabled. Business representatives responded positively to their suggestions;
- . Handicapped students gave first-hand accounts of their frustration in obtaining part-time employment. Responses by business participants were supportive.

The negative response focused on the lack of communication between colleges and hospitals.

Summary

Despite the severity of cutbacks in employment by hospitals and other health related industries, the personnel managers representing these institutions indicate a strong desire to improve their hiring rate among the disabled population. As one individual expressed it, "during good times or bad times, the number of disabled that are hired hardly ever changes.

We need to make a conscious effort to turn this around."

Although personnel managers indicate a commitment to hire the disabled, the job seeker's meeting with them is only the first step in the employment process. Once the applicant has been screened by the personnel department, it is the department supervisor or office manager who makes the final decision. Consequently, there is need for upper level personnel to be involved in a CIPHER type program where sensitization to the needs of the disabled can be further developed.

To assess the cognitive input by business participants that relates to job placement, the following question was asked:

Question 2: In the sessions you attended, did business representatives give the kind of information you can use to assist a disabled student in securing employment? Please give examples to illustrate your response.

Of the nine responses to this question, eight were categorized as positive, and one as being negative. The open-ended positive responses are illustrated by the following examples:

- . Business people "told it like it is." They indicated that short-term job market projections were very limited. This kind of honesty is helpful in counseling students;
- . Burgeoning technologies are, on the one hand, reducing drastically the needs for specific jobs such as x-ray technicians. However, the use of new devices such as body scanners are creating different job openings although at a lesser rate;
- . The detailed analysis of the health care delivery system in the metropolitan area and how it relates to such factors as medicaid, Blue Cross, and the city's financial crisis gave a background to the job situation in health careers within hospitals;
- . A trustee of a local hospital explained how a non-governmental program provided on-the-job training for visually- and auditorially-impaired high school students. A program such as this could be modified for use on a community college level.

The one negative response focused on a lack of "hard" data related to specific job openings.

Summary

The hiring situation currently is catastrophic; one hospital administrator indicated that his institution had not hired any people in over five months. There is a job freeze and when a position is vacant, it is not filled for at least six to eight weeks and then it is filled only if it can be documented as an emergency. In the last decade, 50 percent turnover was not unusual; however, with the increase in salaries and benefits and the business recession, people are not leaving as readily. The possibilities for future employment of the handicapped seem to parallel the possibilities of employing any new people. Thus, the next two years appear to be ones of consolidation.

Hospital administrators gave examples of how advancement in technology affects employment directly and college programs indirectly. For example, with the introduction of a "body scan" machine, which is fully automated and produces a computer print-out, there is going to be a reduced need for the use of x-rays and, accordingly, the need for x-ray technicians will also diminish.

One statistic offered by a personnel manager indicated that approximately one third of jobs in hospitals are related to secretarial and clerical skills. This information is helpful to a job placement officer who counsels students majoring in secretarial sciences. In some hospitals, one cannot find employment in the secretarial area unless one has a two-year degree as a trained medical secretary.

To examine the variety of approaches that would enhance job placement activities, the following question was asked:

Question 3: As a result of your informal participation with placement people, briefly describe strategies you would like to use concerning job placement of the handicapped students.

Content analysis of the responses in Phase II indicates similar responses to those in Phase I in that a variety of approaches are suggested which may be subsumed under the headings of 1) training program for the disabled, 2) outreach and coordination with business/industry, and job development. In addition to the examples previously listed under Question 3 in Phase I (see pages 57-58) are:

- . Increasing industry advisory committee input into college curriculum committees;
- . Developing liaison activities among college Job Placement office, hospitals, other health related industries, and the Office of Vocational Rehabilitation in order to enhance on-the-job training programs. Where appropriate these programs can be initially subsidized by OVR and/or the Commission for the Visually Handicapped;
- . Refining job seeking skills of disabled students by modifying approaches commonly used in such activities as resume writing, filling out applications, interviewing, e.g., Disabled applicants should be encouraged to omit reference to their disability in written communication;
- . Modifying the model of the Institute of Rehabilitation Medicine for summer employment of the disabled by incorporating such a program into the work-study program on campus;
- . At four-year senior college campuses which sponsor summer recreation programs for inner city youth (e.g., National Collegiate Athletic Association Sports Program), have program directors budget a percentage of counselor positions for disabled students;
- . Do a follow-up study of disabled graduates which investigates employer assessment of absentee records, safety records, and skill performance of disabled.

Summary

Strategies emphasizing on-the-job training have much appeal in that agencies such as the New York State Commission for the Visually Handicapped and the Office of Vocational Rehabilitation will support, where appropriate, several months worth of on-the-job training at no cost to the institution. It is one strategy through which industry can be sensitized to the needs and work capabilities of the disabled.

To avoid redundancy of job placement efforts, there is a need for a consortium consisting of SUNY and CUNY community college job placement officers and coordinators of special services for the disabled. The consortium's activities could focus on developing a network for developing job placement opportunities throughout the metropolitan area. Thusly, contacts with industry made by individual institutions could be shared among all members of the consortium. For example, a job opening in a health related facility could be reported to the consortium's main office and, from there, disseminated to specific members of the network.

On a personal level, there is need for increased person-to-person contact between college people and administrators, supervisors, and personnel directors of health related institutions. Personal contact provides opportunities to discuss basic facts about jobs such as salaries, benefits, and career advancement. Since department heads or managers usually make the final hiring decision, the more direct the advocacy, the greater the chance for the potential applicants to get the job.

Since the organization and administration of student personnel services is directly related to job placement activities, the following question was asked:

Question 4: As an outcome of participating in CIPHER, what suggestions could you make to your administration regarding modification of your present placement services to the handicapped?

Content analysis of the responses in Phase II show similar and/or repeated responses to the same question asked in Phase I. In addition to the examples listed in Phase I (see pages 58-59; are the following:

- Organize a network of several CUNY community colleges to share, on a regular basis, the services of New York State Employment Counselor who is specially trained to work with the disabled;

- . At colleges which randomly assign students to a counselor or where students see counselors on a walk-in basis, disabled students should be specifically assigned to a limited number of counselors in order to reduce the number of contacts within the placement office;
- . Participation in a CUNY wide job placement counselors association so that placement strategies and information can be shared.

Summary

Since many of the college participants in Phase I also participated in Phase II, suggestions offered to college administrators regarding the modification of placement services are essentially the same as those previously outlined. (See Summary, pages 58-59) With the advent of personnel retrenchment in student personnel services, administrative changes that impinge on job placement services will have to be cost effective.

The manner in which career counseling and placement services will be performed is most likely to be accomplished through an integration of these functions within academic departments. Instructors in health occupational areas as well as those in the liberal arts can provide ancillary assistance to students by restructuring their curricula. For example, in addition to the basic content dimension of the course, the instructor can provide time for activities related to job placement: job searching skills (resume and letter writing, oral communication, and interviewing).

To determine the change in perception by college participants of job counseling disabled students, the following question was asked:

Question 7: As a result of the CIPHER program, have there been any changes in your perception and/or approaches to the job counseling of disabled students?

All of the nine responses to this question are classified as being positive.

These responses focused on the following:

- . Having been made aware of the current and near-future job market projections in health careers, there is a greater need to make students aware of these limited opportunities;
- . As a result of the emphasis that employment managers placed on communication skills, I am making a concerted effort to have students who are deficient in this area to enroll in specific speech and written English courses;
- . I find myself better versed in the legal rights of the handicapped. Our personnel office is becoming somewhat more aggressive in addressing employers with regard to job applicants who are disabled;
- . My feelings about advocacy for the disabled were expressed strongly at the workshops. Seemingly, my support for the disabled made an impact on one or two employment managers;
- . As a disabled person, I feel that the message is getting across to business. I am more optimistic now than I have been in a long time.

Summary

Job counseling is ever changing as an indirect result of the various health professions modifying and/or upgrading their ideas of what their professions should be. Some nursing schools are now planning a five year program for a BS degree and the intention seems to be for the phasing out of two and three year programs by 1980. The Inhalation Therapy group has recently developed certification and licensure. Both of these examples have impact for the job placement office as well as for the health industry. Neither the colleges nor the industry has any control over these changes.

There is a need for greater articulation among the colleges, the health industry, and professional associations. At present, there are 36,000 Registered Nurses who are unemployed. Most of the jobs that hospitals need to fill are not medical ones. There are more jobs in data processing and clerical areas. From a hospital's point of need, the most difficult person to get is a qualified secretary.

To examine the ways that college participants have modified views of job opportunities, the following question was asked:

Question 9: As an outgrowth of your participation in CIPHER, have you changed your attitudes toward job placement possibilities for disabled student in health careers? Please illustrate your response by example.

Of the nine responses, six were categorized as indicating change; three indicated minimal or no change. Examples of open-ended responses that showed change include:

- . Notwithstanding the "tight" job market in health careers, I feel more strongly committed to the possibilities that the disabled will be able to compete more equally with the non-disabled;
- . The near term job projection in health careers given by some hospital administrators was dismal. I feel that there are fewer opportunities in this area regardless of whether the individual is disabled or non-disabled;
- . Several personnel officers in hospitals explicitly stated their need to respond more aggressively to the job needs of the disabled. Disregarding the current status of the job market, I feel that these business employment people mean what they say. I am optimistic about the disabled students' receiving fairer treatment of their applications;
- . I realize that my attitudes regarding job placement of the disabled must be reality oriented to each occupational area. Formerly, my thinking was of a global nature with emphasis solely on the individual. Now I see the need to relate the needs of the individual to the reality of the job market.

Summary

Attitudes of college personnel relating to job placement reflect the individual's perception of a specific college program and the quality of the "product" developed within that program. The potential for securing a job is measured by the student's academic performance and the need for specific kinds of skilled workers required by the business community. For example, where a college has been producing a generalist in the area of medical technical training, and the health industry requires sub-specialties,

the colleges can reorganize its generalist program in order to train specialists in such areas as cyto-technology or blood transfusion technology.

The opportunity for college placement officers, counselors, and faculty to receive a first-hand orientation of the job market in health related industries has a mixed effect. For some, the future appears to be so dismal that their immediate response is to advise potential majors in the area to rethink their choices. Others are more optimistic and feel that although the current job market is poor, the opportunities in the near future will improve considerably, especially with the passage of national health legislation which is being considered by the Congress.

To identify the reactions of the college participants to the workshop/conferences attended, the following question was asked:

Question 11: After having participated in the program on health careers, would you describe one personal reaction and/or perception of the workshop.

Of the nine responses to this question, eight were categorized as being positive, and one was categorized as negative. Content analysis of the responses are categorized under two major headings: 1) cognitive-affective change, and 2) program process. Examples of positive reactions/perceptions in the cognitive-affective domain are:

- . Most informative. I had a first-hand experience to have questions answered regarding a specific career area by knowledgeable professionals.
- . I was most impressed by the emphasis placed on job development and job placement factors rather than on disability. Disability was brought into workshop discussions as needed but without undue stress;
- . Having disabled participants at the workshop was a force for developing sensitivity to the needs of the handicapped. One could not hide behind a facade;

- . Since several of the college people had little or no experience in working with the disabled, there were moments of stress which indicated the "coming to grips" with reality;
- . As a counselor with a disability, I responded positively to the direction and overall willingness of the participants to deal with reality and feelings. Some preconceived notions that business representatives would be patronizing were dispelled. People told it like it is and showed willingness to assist the disabled.

Examples of positive reactions/perceptions under the heading of program process are:

- . "Eyeball to eyeball" dialogue can't be surpassed. The program needs to be continued for a greater length of time. This will lead to a more permanent working relationship;"
- . Sitting in a circle formation led to greater awareness. Non-verbal behavior, especially those made during moments of heightened interaction was apparent.

The one negative comment indicated a lack of interaction between disabled and non-disabled participants during coffee and lunch breaks.

Summary

College participants acknowledged the expertise brought to the workshops by the representatives of the business community. Although personnel managers represented a variety of health-related organizations, they were able to focus on the major theme of CIPHER. Seemingly, the honesty expressed in assessing their own institution's commitment in hiring the disabled, encouraged the college people to react less defensively regarding the colleges' response to the needs of the handicapped.

In different ways, the participants reacted positively to the "eyeball-to-eyeball" program format with special value being given to having disabled students and workers participate actively in the sessions. Having participants who are disabled prevents the intrusion of patronizing approaches and most importantly, requires that participants adhere to examining all items listed on the highly structured agendas.

Suggestions were made that CIPHER be sustained on a more permanent basis. The rationale for continuing the program is based on 1) the desire to explore additional occupational areas, 2) to develop and incorporate two discrete but coordinated advisory councils (business/industry/labor and job placement officers and coordinators of programs for the disabled, and 3) to develop a consortium model of CUNY and SUNY two-year colleges. All of these activities emanate from the experience of the current program and provide for expanding the present program in its quest for responding to the employment needs of the disabled.

Questions 5, 6, 8, and 10 of the Phase II section of the evaluation were rated on a five point scale where one represents the most positive and five the least positive dimension.

To determine the extent to which college participants were able to explain a college role to the health industry participants, the following question was asked:

Question 5: In listening to the interaction between college and business people, do you feel there is a broader understanding by business representatives of the role of college job placement personnel?

The $\bar{X}$ score of the respondents (n=9) was 2.4 with ratings clustered around two and three. The results are taken to indicate that college participants have positive feelings regarding business people's understanding of the role of job placement personnel.

To determine the extent of insight that participants from health industries have developed concerning the functioning of job placement people, the following question was asked:

Question 6: Do you feel that business representatives now have an understanding of the problems/frustrations which confront college job placement people?

The $\bar{X}$ score of the respondents (n=9) was 3.0 with ratings scattered throughout the scale. The results are taken to indicate that college participants felt there was a moderate increase of understanding by health industry participants of the problems which confront job placement people at the colleges.

To determine the extent of commitment by colleges in assisting the handicapped to get jobs, the following question was asked:

Question 8: How do you assess the commitment of your college in helping the disabled become employable?

The $\bar{X}$ score of the respondents (n=9) was 2.2 with ratings clustered around one and two. The results indicate that college participants view the efforts of their institutions in helping the disabled become employable as highly positive.

To determine the extent to which college participants perceived the effectiveness of the CIPHER program in enlisting industry assistance to meet work needs of the disabled student, the following question was asked:

Question 10: The CIPHER program focuses on career possibilities in different career clusters, e.g., the first two sessions involved employment in banking and insurance. The second phase explored health careers. Do you feel this kind of program is effective in developing industry support for hiring skilled community college handicapped students?

The $\bar{X}$ score of the respondents (n=9) was 2.2 with scores clustering around one and two. The results indicate that college participants view a CIPHER type program as being highly effective in developing industry support for community college handicapped students.

PHASES I, II, AND III

Responses of Business/Industry Participants

Participating on behalf of business/industry were 14 personnel officers each of whom attended either one or two sessions. Workshops were divided into three phases: 1) banking/insurance; 2) health careers; and 3) technologies. Since all business representatives were given the same questionnaire, the following data represent a composite of the responses from the nine questionnaires which were returned.

To identify and examine the input of college participants as perceived by industry participants, the following question was asked:

Question 3: In the sessions you attended, did the college placement representatives/counselors give the kind of information you could use in assisting a disabled community college graduate secure employment in your institution? Please give an example to illustrate your response.

Of the nine responses to this question, six were categorized as positive and two as being negative. One was not classified on a positive-negative dimension. The open-ended positive responses focused on the following:

- . Filling in gaps related to the kinds of mechanical equipment available which enable a disabled individual to perform adequately;
- . Insights developed on how a disabled student's capabilities are assessed by colleges and institutions which focus on rehabilitation;
- . Clarification and elaboration of the salient factors that enhance and/or limit a disabled person's employability;
- . Overview of the way some community colleges prepare disabled and/or non-disabled students for job searching.

The responses that were categorized as being negative focused on:

- . Defensiveness of some college people in attempting to justify seemingly inadequate programs for the disabled on their campus;
- . Insufficient analyses and/or description of college curricula. Need to indicate relationship between occupational programs and jobs in industry.

Summary

Personnel managers responded positively to the approaches used by the colleges in responding to the needs of the disabled on campus.

Business participants indicated that aspects of college programs and support services for the disabled, e.g., the summer orientation programs for new entrants and a telecommunication program for the severely handicapped, could be modified for use by industry. In addition, college career workshops involving disabled and non-disabled might serve as a prototype for the business community as it attempts to sensitize middle and upper level management.

Personnel people emphasized the need for the college job placement office to identify and counsel in depth all of the disabled students who are searching for jobs, since placement officers are viewed as being the disabled student's advocate.

To determine the approaches used in assisting the disabled to get a job, the following was asked:

Question 6: As a result of your CIPHER participation with college placement people, handicapped students, and resource people involved with the training of the handicapped, would you briefly describe one or two strategies that might increase the employment opportunities of a handicapped community college student.

Content analysis of the responses indicates a variety of strategies which are subsumed under the following headings: Developing community college-industry relationships, counseling, skills assessment, and refining job searching techniques. Examples of strategies include:

- . The need for community college personnel in counseling, job placement and curriculum development to develop a sequential and systematic model for direct contact with industry personnel. This includes a "hands on" experience of working part-time in business/industry to make job counseling more attuned to the realities of the world at work;
- . Since there are wide discrepancies between able-bodied and disabled students' part-time work experiences, any cooperative education program should give highest priority to the disabled;
- . Develop a shared work program whereby industry and college personnel exchange positions for a quarter of half-semester;
- . All disabled students should have a career analysis including a detailed profile of capabilities and interests;
- . To avoid improper job placement which reinforces stereotypical attitudes that the disabled cannot cope with the world of work, job placement personnel at the colleges need to coordinate placement activities with counselors for the disabled. This would ensure that disabled students have the appropriate skills required for the position;
- . Develop an interview skills training program that emphasizes techniques which reduce the "hiring" person's anxiety;
- . If the disabled student has had prior work experience, be sure that a description of his/her experience and performance level is given in advance of the employment interview.

Summary

Strategies that increase the employment potential of the disabled student are related to industries' previous experiences of hiring handicapped individuals who are successful on the job. College job placement people may be viewed as "brokers," attempting to sell a college developed "product" to a variety of potential "buyers." Once a track record is established whereby the business institution recognizes that a college produces a quality product, subsequent sales are transacted more easily. A sense of trust between the job placement office and the personnel manager is developed.

Throughout the workshop sessions, personnel managers reiterated the need for the placement officer to know in detail the strengths and capabilities of each student that he sends out on a job interview, since the result of an inappropriate job placement implants the notion that the handicapped can not cope in the world of work.

To determine the impact of the program on business participants the following question was asked:

Question 9: After having participated in the CIPHER program, would you describe one personal reaction and/or perception of the workshops attended.

All of the eight responses to this question were categorized as being positive. Content analysis of the responses are classified under two major headings: 1) cognitive-affective learning; and 2) program process.

Examples of responses are:

- . The realities of the different kinds of preparation required to compete in the labor market was effectively demonstrated;
- . By having a variety of organizations representing a career cluster provided a needed overview of how the business community attempts to satisfy its labor needs;
- . The program format encouraged a free and open exchange of ideas. Virtually all of the participants were highly involved. The honesty of the workshop people was unusual. They didn't "pull punches."
- . The direct personal contact between the college and business representatives is extremely important. As a direct outcome of the program, disabled students will profit, e.g., one organization hired several disabled students as result of a contact made during the CIPHER program;
- . Although I was knowledgeable about the career problems of the disabled, the two sessions I attended raised my awareness to higher levels.
- . There is a need for college placement people to develop a realistic appraisal of the up-to-date needs of business with special emphasis on developing programs where there are shortages of skilled manpower.

Summary

The majority of business participants have had much more experience in their roles as personnel managers when compared with college participants who are currently placement officers or career counselors. However, the CIPHER program is one of the few opportunities in which both groups have been able, on a sustained basis, to examine in depth the employment needs of two-year college students who are disabled.

By the nature of the program design, college participants were invited to attend all sessions which were appropriate to their needs. Thus, for Phase II faculty members of health related college programs were invited in addition to the regular job placement officers and counselors for the disabled. In some instances, the dean of student personnel services also attended. However, program design necessitated that for each phase (two sessions) that focused on a specific job cluster, only business representatives from that specific area be invited. This insured an in-depth examination of the employment situation in a specific industry by a broad spectrum of personnel managers within a specific industry, e.g., banking, insurance, hospitals.

Although the college participant population remained somewhat constant throughout the program there was a change of business participants for each phase. Consequently, it was incumbent upon the college people at the beginning of a phase to orient the business participants on the various academic programs and support services of each campus. The orientation emphasized how activities at each college were organized in terms of responding to the employment needs of the disabled.

Those industry participants who were attuned to group process and sensitization-type activities indicated positive feelings about their involvement and, most importantly, what it has done for them in raising levels of awareness vis-a-vis the handicapped. One or two business participants felt a greater need to give information. They felt that their main contribution was in telling the colleges what the real world of work was really like. One individual said, "get out from under your intellectual mortar board and get into the business community and see what the real facts are. You must accept the reality as it is and work within it. Don't try to change it." One aspect of this point of view was shared by all, namely the need for college people to make first-hand and personal contact with the business community.

Questions 1, 2, 4, 5, and 8 were rated on a five point scale where one represents the most positive and five the least positive dimension. All business/industry participants responded to the same questions; the following data represent a composite of the nine responses from the 14 questionnaires that were distributed (five questionnaires were not returned).

To determine the extent that a major aim of the program, to develop awareness of handicapped students' abilities was accomplished, the following question was asked:

Question 1: One of the purposes of the CIPHER program is to make the business community more aware of the work capabilities of the handicapped. Do you feel this purpose is being accomplished?

The $\bar{X}$ score of the respondents (n=9) was 2.1 with ratings clustered around two. The results indicate that business participants feel that they have been made aware of the work capabilities of the handicapped to a large extent.

To determine the extent of attitudinal change concerning employment of the handicapped, the following question was posed:

Question 2: Have there been any changes in your own attitude regarding the employment possibilities of the handicapped in the industry/business which you represent?

The $\bar{X}$ score of the respondents (n=9) was 3.2 with ratings clustered around three. The results are taken to indicate that there was a somewhat less than moderate attitudinal change by business/industry participants regarding job possibilities of the handicapped.

To assess the extent to which business participants perceived growth in understanding by college personnel, the following question was posed:

Question 4: In listening to the interaction between college and business people at the CIPHER meeting, do you feel there is a broader understanding by the participating college personnel of the role played by personnel officers in industry?

The $\bar{X}$ score of the respondents (n=9) was 3.0 with ratings clustered around two and three. These results tend to indicate that business participants felt that college people moderately increased their understanding of the role of personnel managers in industry.

To determine the extent to which business participants perceived college people's understanding of their problems, the following question was posed:

Question 5: Do you feel that college placement people now have a better understanding of the problems/frustrations which confront business/industry people?

The $\bar{X}$ score of the respondents (n=9) was 2.8 with ratings clustered around two and three. The results are taken to indicate that business participants perceived that college people moderately increased their understanding of the problems that confront personnel managers in industry.

To determine the extent to which business participants viewed the effectiveness of the CIPHER program in enlisting industry support for hiring the handicapped student, the following question was asked:

Question 8: The CIPHER program focuses on career possibilities in different career clusters. Do you feel that this kind of program is effective in developing industry support for hiring skilled community college handicapped students?

(This question was not included in the Phase I survey)

The $\bar{X}$ score of the respondents (n=6) was 2.1 with scores clustering around two. The results tend to indicate that industry participants perceive the CIPHER program as being highly effective in developing business community support for community college handicapped students.

COLLEGE PARTICIPANTS' OVERALL ASSESSMENT
OF THE CIPHER PROGRAM

To determine the extent to which the CIPHER program accomplished its aims and to identify strengths and recommendations that would be helpful in developing future college-industry programs for the disabled the following request for an overall evaluation was sent to all college participants:

During the past eight months, we have experienced and shared a variety of ideas and notions concerning job placement/development for the community college student with a physical disability. Hopefully, as a result of your efforts, we have been able to accomplish some of the goals of the CIPHER program--e.g., making the business community aware of the job needs of the disabled on campus, understanding better the roles and functions of industry personnel managers, becoming aware of how industry perceives their commitment to the handicapped, etc.

During the year, you have responded sensitively to some short evaluations concerning earlier sessions. Realizing that this is a busy time of the year--and a trying one--when one considers furloughs and payless paydays, we would like to have in preparation for our final report an open-ended evaluation from you, regardless of the number of sessions you have attended. We need a one to two page evaluation that responds to the value of CIPHER--e.g., Were the aims of the program valid? Did we attempt to cover too much, too little? Were the agencies on target? (Please use any criteria that makes sense to you; the aforementioned are only examples). We are not looking for kudos, but we do need an honest response. Since there is a possibility of our continuing CIPHER in a modified manner next year, your evaluation should indicate examples of strengths and recommendations for future programs.

Summary of Program Strengths

The direct contact among industry and college personnel was invaluable. This feature is a singular and major outcome of attending any session. There is no satisfactory substitute for the candid and direct statement from the "hiring community" and those who establish and assess employment criteria.

The business representatives and other participants were impressive. They know their fields and articulate their positions well. Most

impressive was their openness. More importantly, perhaps, was their approach in dealing with realities and recognizing the problems which exist on their side as well as the colleges' side.

It was helpful to speak with other college participants. Sharing concerns, discussing approaches to meet problems, and expressing frustrations to sympathetic ears was very encouraging. Having disabled students as participants produced a fund of new information. More importantly, it was emotionally encouraging. The atmosphere of the Workshop/Conferences was optimistic and supported the sharing of ideas. This could be attributed to the staff of IRDOE, who were skillful in creating a relaxed atmosphere and directing activities toward solving common problems.

Recommendations

A problem area that needs to be examined more thoroughly is the question of who does the job development and placement. These activities require skills that are different from those used in counseling; yet it is the counselor who is assigned to these employment-related tasks.

A change of emphasis is needed in regard to types of disability used for discussion. Seemingly, the "wheelchair bound" were given greater attention. Although the visually handicapped were included, other disabilities should be given serious attention and their problems highlighted.

The session at the Institute of Rehabilitation Medicine, where there was an opportunity to tour the facilities and speak to professional personnel and patients, should serve as a model. This format allows for informal contact among a wide variety of "experts" and provides in one setting opportunities for increasing levels of awareness concerning the disabled.

Although the agendas for each workshop were logically and sequentially ordered, there were times when a session seemed to be "over programmed," thus inhibiting a more thorough exploration of some topics.

**APPENDIX A:
QUESTIONNAIRES**

CASE Institute for Research and Development in Occupational Education
City University of New York

CIPHER

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

To assist the Institute in evaluating some parts of the CIPHER program that relate to the community college participants, we would like your anonymous responses to the following:

- Please check:
- . Do you work in the job placement office? ☐ Yes ☐ No
 - . Do you counsel disabled students? ☐ Yes ☐ No
 - . Number of years working with the disabled _____
 - . How many sessions have you attended in the CIPHER program? _____

1. One of the aims of the CIPHER program is to sensitize the business community to the work capabilities of the handicapped. Do you feel this purpose has been achieved?

_____ Somewhat _____ No

If somewhat, try to be specific in describing aspects of the program that substantiate your answer.

2. In the sessions you attended, did business representative give the kind of information you can use to assist a disabled student in securing employment?

_____ Some _____ None

If some, give an example to illustrate your rating.

3. As a result of your informal participation with business placement people, briefly describe two strategies you would like to use concerning job placement of the handicapped college student.

4. As an outcome of participating in CIPHER, what suggestions could you make to your administration regarding modification of your present placement services.

5. In listening to the interaction between college and business people, do you feel there is a broader understanding by business representatives of the role of college job placement personnel? (Please circle one.)

Large Extent

Minimal

1

2

3

4

5

6. Do you feel that business representatives now have an understanding of the problems/frustrations which confront college job placement people?

Large Extent

Minimal

1

2

3

4

5

7. As a result of the CIPHER program, have there been any changes in your perceptions and/or approaches to the job counseling of disabled students?

_____Some

_____No

Please explain in terms of what occurred in the CIPHER seminars.

8. How do you assess the commitment of your college in helping the disabled become employable?

Considerable Extent

1

2

3

Hardly Any

4

5

9. As an outgrowth of your participation in CIPHER have you changed your attitudes toward job placement possibilities for disabled students in health careers?

_____Some

_____No

Please explain.

10. The CIPHER program focuses on career possibilities in different career clusters, e.g., the first two sessions involved employment in banking and insurance. The second phase explored health careers. Do you feel this kind of program is effective in developing industry support for hiring skilled community college handicapped students?

Large Extent

1

2

3

4

Minimal

5

11. After having participated in the program on health careers, would you describe one personal reaction and/or perception of the workshop?

City University of New York

CIPHER

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

To assist the Institute in evaluating some parts of the CIPHER program that relate to business/industry participants, we would like your anonymous response to the following:

- Please check:
- (a) Is personnel (job placement) one of your major responsibilities? _____ Yes _____ No
- (b) Number of years working as a personnel officer. _____
- (c) How many sessions have you attended in the CIPHER program? _____

1. One of the purposes of the CIPHER program is to make the business community more aware of the work capabilities of the handicapped. Do you feel this purpose is being accomplished?

Large extent

Minimally

1 2 3 4 5

If your response was more than minimally, try to be specific in describing aspects of the session(s) you attended that clarify your answer.

2. Have there been any changes in your own attitude regarding the employment possibilities of the handicapped in the industry/business which you represent?

Considerable extent

Hardly any

1 2 3 4 5

Please explain:

3. In the sessions you attended, did the community college placement representatives/counselors give the kind of information you could use in assisting a disabled community college graduate secure employment in your institution?

_____ Some

_____ None

If some, please give an example to illustrate your rating.

4. In listening to the interaction between college and business people at the CIPHER meeting, do you feel there is a broader understanding by the participating college personnel of the role played by personnel officers in industry?

Large extent

1

2

3

4

Minimally

5

5. Do you feel that college placement people now have a better understanding of the problems/frustrations which confront business/industry personnel people?

Large extent

1

2

3

4

Minimally

5

6. As a result of your CIPHER participation with college placement people, handicapped students, and resource people involved with the training of the handicapped, would you briefly describe one or two strategies that might increase the employment opportunities of a handicapped community college student.

7. As an outcome of participating in the CIPHER program, what suggestions might be offered to a) upper-echelon executives, and b) department managers regarding modification of placement policies and/or on-the-job training services that could increase the employment opportunities of the handicapped?

a) executives:

b) department managers:

8. The CIPHER Program focuses on career possibilities in different career clusters. Do you feel that this kind of program is effective in developing industry support for hiring skilled community college handicapped students?

Large extent

1

2

3

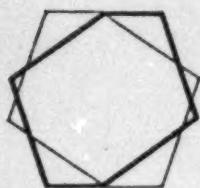
4

Minimally

5

9. After having participated in the program on health careers, would you describe one personal reaction and/or perception of the workshops.

APPENDIX B:
AGENDAS



The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
1411 Broadway, New York, N.Y. 10018

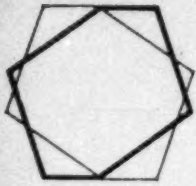
COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

[CIPHER WORKSHOP/CONFERENCE I]

AGENDA FOR NOVEMBER 26, 1975

- | | |
|-------------|---|
| 9:00-9:30 | Gathering, Coffee |
| 9:30-9:45 | Introductions: Dr. Lee Cohen
IRDOE; CIPHER; Past Programming; Future Directions |
| 9:45-10:00 | Introduction of Business Representatives
Business Panel: How do you view your role as personnel director? When interviewing, what general personal traits do you look for? |
| 10:00-10:30 | Exploration: Interview <ol style="list-style-type: none">1. Counselor-Student Dyad: preparing the student for a job interview2. (a) Business Panel Reaction: add, delete, or modify job interview preparation
(b) General Comments |
| 10:30-11:00 | Business Panelists: <ol style="list-style-type: none">1. Description of careers in your industry that, in your perception, require at least two year post-secondary training for optimum success. Note specifically those jobs unique to your industry.2. Open Session: Questions |
| 11:00-11:30 | Counselor-Student Dyad <ol style="list-style-type: none">1. Educational planning session based upon information delivered by the business panelists. Explore an employment goal.2. Business Panel Reaction: add, delete, modify planning session based upon business needs--i.e. areas to stress; things to know but essentially unimportant to the job; subtleties specific to a particular industry.3. General Comments |

- 11:30-12:00 College Placement Officers' Panel
1. How do you view your role as a college placement officer? What procedures do you use to prepare yourself for counseling a specific student?
 2. Open Session: What suggestions would you offer to further the goals of the college placement service?
- 12:00-12:30 Student Panel
1. How do you view your current educational experience as it responds to the business world as you hear it described?
 2. In general, how do you view the world of work as it relates to your specific disability?
- 12:30..... LUNCH: Open Discussion--The World of Work and the Disabled



The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
1411 Broadway, New York, N.Y. 10018

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

[CIPHER WORKSHOP/CONFERENCE II]

AGENDA FOR DECEMBER 17, 1975

9:00-9:30 a.m. Gathering, Coffee

9:30-9:45 Review and Reaction to First Conference

9:45-10:45 **SKILL COMPETENCIES**

Business/Industry: Panel analyses of on-the-job skill competencies.

- Within your organization, select three to five job categories that usually require postsecondary school training and for each of these, analyze the specific skill competencies needed.
- For which kinds of jobs does your organization provide special training to upgrade skill competencies? What are the techniques used to assess levels of competence?
- Who determines the level of competence required? Under what circumstances are these ever modified?

College Personnel: Analyses of course offerings related to on-the-job competency requirements.

- Using the competencies described by industry people, describe specific courses in your own institution which are aimed at developing those skills.
- How does the college curriculum keep "au courant" in developing the skill competencies needed by industry?
- Are there ways that skill training performed by business can be accomplished on campus? i.e., orientation for new employees.

10:45-11:30 **THE JOB DEVELOPMENT: WHO? WHAT? WHEN? HOW?**

- Who are the disabled students on campus? differences between disabled and severely disabled.
- The general counselor/placement counselor's function in assisting the disabled students to reach their career goals.

THE ROLE OF COLLEGE PLACEMENT PERSONNEL: receptive, neutral, advocacy

- Role-play--job development interviews between college and business people.
- Reactions: students, business, college personnel.

11:30 a.m.- PHYSICAL COMPETENCIES

12:00 p.m.

- Taking into account some general characteristics of the disabled student, what are the physical competencies that might be related to performance, in the job categories we have been discussing?
 - (a) How can modification resolve the problem?
 - (b) What is the process for making specific modifications?
 - (c) How does OVR respond to the problem?

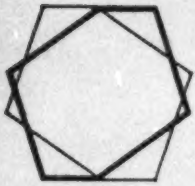
12:00-12:30 THE DISABLED STUDENT VIEWS THE WORLD OF WORK

- What kinds of assistance do you feel you need in order to get a job?
- How is the college community meeting your general/specific career needs?
- If you were a counselor/placement officer, how would you assist the disabled student?

12:30

SUMMARY

- Suggestions for future meetings.
- Suggestions for the formation of a Business and Industry Advisory Council for the Disabled.
- Suggestions for the formation of a College Placement Advisory Council for the Disabled.
- Lunch

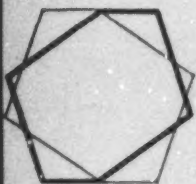


The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
1411 Broadway, New York, N.Y. 10018

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE
[CIPHER WORKSHOP/CONFERENCE III]
AGENDA FOR FEBRUARY 18, 1976

- 9:00-9:25 a.m. Gathering, Coffee
- 9:25-9:30 a.m. Introduction - Dr. Lee Cohen
IRDOE - CIPHER
- 9:30-10:00 a.m. INTRODUCTION OF HEALTH OCCUPATION REPRESENTATIVES
--EMPLOYER PANEL: Job Market in Health Careers -- An Overview
--Questions
- 10:00-10:30 a.m. EMPLOYER PANEL
1) The role of the personnel manager or director in a health service facility.
2) The key traits looked for when hiring for work in a health occupation.
- 10:30-10:50 a.m. EMPLOYER PANEL
--Question: Is it true what they say about ...in the health occupation field?
- 10:50-11:00 a.m. THERAPEUTIC STRETCH
- 11:00-11:30 a.m. COMMUNITY COLLEGE PANEL
1) Overview of health occupational programs.
2) Programs most attractive to disabled students -- Myth and Reality.
- 11:30-12:00 p.m. COUNSELOR-STUDENT DYAD
1) Educational Survey Session based upon information input from previous panelists.
2) Job interview planning session based upon expressed and derived attitudes gleaned from panelist introductory statements.
- 12:00-12:30 p.m. SUMMARY
--Suggested themes for the next session (March 17, 1976).
--Suggestions for the formation of a Business and Industry Advisory Council for the Disabled.
--Suggestions for the formation of a College Placement Advisory Council for the Disabled.
- 1:00----- p.m. LUNCH

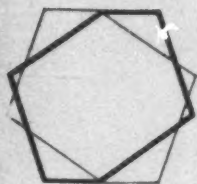


The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
1411 Broadway, New York, N.Y. 10018

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE
[CIPHER WORKSHOP/CONFERENCE IV]
AGENDA FOR MARCH 17, 1976

- 9:00-9:30 a.m. Gathering, Coffee
- 9:30-9:45 a.m. REACTION TO PREVIOUS SEMINAR
- 9:45-10:30 a.m. FUTURING IN HEALTH OCCUPATIONS--
-- QUESTIONS FOR INDUSTRY:
- . What do we see as the general and/or specific changes in technology that will be affecting health occupations?
 - . What kinds of competencies will be required to accompany these changes?
- QUESTION FOR THE COMMUNITY COLLEGE:
- . How should the colleges incorporate these changes in their training programs?
- 10:30-11:15 a.m. DISABLED IN ACTION - LEARNING AND WORKING -
Institute of Rehabilitation Medicine
- 11:15-12:00 a.m. SIMULATION OF AN ASPECT OF THE JOB DEVELOPMENT PROCESS
- Participants: two college employment people and two industry people
- Situation:
- A college placement office team wants to place two disabled students in health career jobs. The students will be graduating within a year. The task is to meet industry personnel representatives for the purpose of laying the ground work.
- Reaction: Students, industry, college personnel.
- 12:00-12:30 p.m. CASE WORK PRACTICUM: A DIMENSION OF THE COLLEGE PLACEMENT OFFICE
- . A review of steps that college placement office performs in preparing the disabled for job placement
 - . Student Reaction
- 12:30-----p.m. SUMMARY AND LUNCH

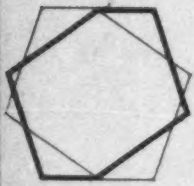


The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
1411 Broadway, New York, N.Y. 10018

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE:
[CIPHER WORKSHOP/CONFERENCE V]
AGENDA FOR APRIL 27, 1976

- 9:00-9:25 a.m. Gathering, Coffee
- 9:25-9:30 a.m. INTRODUCTION OF BUSINESS AND COLLEGE REPRESENTATIVES
- 9:30-10:30 a.m. BUSINESS/INDUSTRY PANEL
- . What is the current status of the job market in technological areas vis a vis other areas?
 - . In what ways is your business changing?
 - . What are the implications of current and proposed changes in the employment possibilities for the two-year community college graduate?
- COMMUNITY COLLEGE PANEL
- . How does the community college respond to the changing job market in assisting the community college student prepare for a job in the technologies?
 - . What is the role of job placement personnel in advising disabled students for jobs in technical fields?
- 10:30-11:00 a.m. BUSINESS/INDUSTRY PANEL
- . How does your organization assess the employment potential of prospective employees?
 - . What recommendations would you offer college personnel in preparing the job applicant for a position in your organization?
 - . Some community colleges offer generalist type programs in preparation for work in the technologies -- How does your business respond to this kind of training?
- 11:00-11:30 a.m. COMMUNITY COLLEGE PANEL
- . Job Development Exploration Situation: Community college coordinator for the handicapped and/or job placement director meets with employment manager of a technically oriented business for the purpose of discovering job potential for disabled students.
 - . Reaction: Industry, Students, College personnel.
 - . What kinds of assistance do college placement people need from employment managers.
- 11:30-12:30 a.m. BUSINESS/INDUSTRY PANEL
- . How does your industry perceive the employment of a disabled college graduate?
 - . Are certain kinds of jobs more appropriate for the disabled?--e.g. bench technicians, inspectors, test technicians.
 - . What kinds of adaptations have been developed to accommodate a disabled employee?
 - . The role of the disabled female in the technologies.
- 12:30----- p.m. LUNCH



The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
1411 Broadway, New York, N.Y. 10018

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE
[CIPHER WORKSHOP/CONFERENCE VI]
AGENDA FOR MAY 19, 1976

- 9:00-9:25 a.m. Gathering, Coffee
- 9:25-9:30 a.m. INTRODUCTION OF BUSINESS AND COLLEGE REPRESENTATIVES
- 9:30-9:45 a.m. REVIEW AND REACTION to previous conference/workshop on technologically oriented businesses vis a vis employment possibilities for the community college graduate.
- 9:45-10:30 a.m. COMMUNITY COLLEGE PANEL
- . Taking into account the unique characteristics of the participating community colleges in the CIPHER program, how does your institution perceive its role in job development/job placement?
 - . What aspects of your college's program provide appeal for business/industry to hire graduates from your institution?
 - . In preparation for selling your "product", a two-year college graduate, how does the job placement office integrate the socio-personal attributes and scholastic achievement of the potential employee into an attractive "package"?
- 10:30-10:50 a.m. BUSINESS PANEL
- . As the potential buyer of the "product," what suggestions can you offer college placement personnel to increase the attractiveness of prospective job candidates?
- 10:50-11:00 a.m. THERAPEUTIC STRETCH
- 11:00-11:20 a.m. COMMUNITY COLLEGE PANEL
- . Since faculty and administrative people at the college oftentimes counsel/advise students informally as well as formally, what kinds of approaches might be developed to facilitate faculty awareness to the employment concerns/needs of the disabled?
- 11:20-11:45 a.m. BUSINESS/INDUSTRY PANEL
- . What kinds of supports/assistance does industry take to enable the disabled individual succeed on the job?
 - . How does a business assess the kinds of physical and environmental modifications that are needed to accommodate the disabled on the job?
 - . What approaches are used by industry to sensitize co-workers and others to the needs of the disabled?
 - . How does industry view the generalist type programs that colleges have developed? e.g. At Queensborough Community College, in the mechanical technology area there is a set of general courses: design, power, machine shop.
 - . What are the job possibilities for the disabled female?

- 11:45-12:15 a.m. BUSINESS PEOPLE - COLLEGE PEOPLE: ROLE REVERSAL
- . Business representative assumes the role of college job placement/development person. The college representative assumes the role of the business employment manager.
 - The situation: college placement director meets with employment manager for purposes of laying the groundwork for disabled students who are two-three months away from graduation.
 - . REACTION: ALL PARTICIPANTS
- 12:15-12:30 p.m. LOOKING AHEAD
- . Suggestions for the organizing of a Business/Industry Advisory Council for the employment of the disabled.
 - . Suggestions for the organizing of a College Advisory Council for job placement/development of the disabled.
- 12:30..... LUNCH

CIPHER 5/19/76
Phase III